REPORT

ON

PUBLIC INSTRUCTION IN BURMA

(Quinquennial)

FOR THE YEAR ~~1905-06~~.

1892-93 & 1896-97; 1897-98 &
1901-02 & 1902-03 & 1906-07

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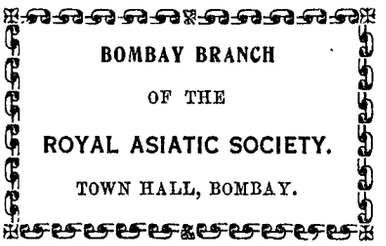

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FIRST QUINQUENNIAL REPORT

ON

PUBLIC INSTRUCTION IN BURMA

For the years 1892-93—1896-97, 1891-98 to 1901-02

and 1902-03 to 1906-07

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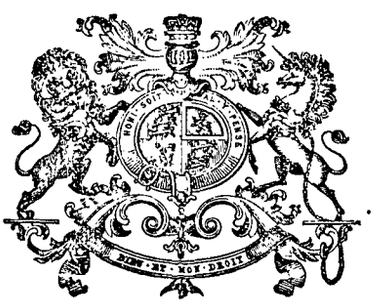

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1897.

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RESOLUTION

ON THE

FIRST QUINQUENNIAL REPORT

ON

PUBLIC INSTRUCTION IN BURMA

For the years 1892-93—1896-97.

Extract from the proceedings of the Government of Burma in the General Department,—No. 6E.-26, dated the 25th November 1897.

READ—

The report of the Director of Public Instruction for the five years ending 1896-97.

RESOLUTION.—The report was received in manuscript on the 19th July. It was accompanied by the remarks of District Officers upon the reports of the Deputy Inspectors. These remarks have not been printed. With the exception of the notes recorded by the Deputy Commissioners, Bassein and Mergui, they consist merely of forwarding letters. The impressions of District Officers gained during their tours away from headquarters should afford useful material for criticism of indigenous education, and the Lieutenant-Governor considers that, if according to the suggestion of the Deputy Commissioner, Myitkyina, the Deputy Inspectors' reports were written on half margin, the comments of Commissioners and Deputy Commissioners should afford useful information on many points which come under their observation. Captain Maxwell found opportunities to observe the work of itinerant teachers in the Bassein district, and his remarks have been read with interest. Mr. Stevenson, the Deputy Commissioner, Mergui, takes a keen interest in educational questions. The support and encouragement of indigenous schools has always been one of the first objects of Government, and the appointment of itinerant teachers in the poorer parts of the Mergui district should have a good effect in this direction.

General results.

2. An examination of the statistics of 1892-93 and 1896-97 shows that the progress of education in the province has been rapid and continuous. The result is shown by the maps attached to the Director's report. It is to be remarked, however, that the percentages of 1892-93 and of 1896-97 are both calculated on the census population of 1891, and that the figures are not therefore accurate. Moreover, there have been many territorial changes in the course of the five years covered by the report, which have altered the areas and populations of the Commissioners' divisions. Thus, the Thayetmyo district has been transferred from the Irrawaddy to the Minbu division, the Myingyan district from the Minbu to the Meiktila division, the Shwebo and Tantabin subdivisions from the Mandalay to the Sagaing division and the Pyuntaza subdivision from the Tenasserim to the Pegu division. The populations of the Pegu, Meiktila and Sagaing divisions were therefore considerably greater in 1896-97 than the census figures upon which the percentages have been calculated, not only on account of natural increment, which they shared

with the other divisions, but also on account of added territory. On the other hand, the Tenasserim, Minbu, Irrawaddy and Mandalay divisions have lost territory and population. The divisional figures and the maps which are based upon them are, in consequence of these changes, of little interest. In the next quinquennial report the percentages for 1896-97 should be recalculated upon populations revised with reference to territorial changes. The provincial figures, however, afford a sufficiently clear indication of the advance which has been made in the five years covered by the report.

The number of children under instruction rose in that period from 227,558 to 255,137, and the total number of schools, public and private, from 14,371 to 15,820 Public primary and public secondary schools increased from 4,546 and 94 to 4,932 and 260 respectively, the number of scholars rising from 119,785 and 11,278 to 126,586 and 21,509 respectively. To these must be added special and training schools which in 1892-93 numbered 31 with 838 scholars and in 1896-97 have risen to 41 schools teaching 1,135 scholars. Private elementary schools numbered 9,699 in 1892-93 and 10,585 in 1896-97, while the number of children receiving instruction therein rose from 95,611 to 105,827. Of the public schools, primary and secondary, in the first year of the period 121 were girls' schools. In five years the number has more than doubled, 277 schools being registered in 1896-97. The number of girls taught in these institutions rose from 3,417 to 6,317, while the total of girls instructed increased from 20,898 to 26,146. Elementary female education in private institutions has not shared in the general progress, the number of schools having fallen from 56 to 54 and the number of scholars from 3,286 to 2,656.

The facilities for College education in Burma were increased in 1894-95 by the foundation of the Baptist College, Rangoon, but the attendance at that institution has been meagre, and the total number of college students in the last year of the period under report was only four in excess of the figures for 1893-94, when the Rangoon College stood alone.

Turning to the classification of schools according to the medium of instruction, the Lieutenant-Governor observes that there has been a remarkable advance in middle vernacular education. An increase in five years in the number of schools from 23 to 178 and in the attendance from 2,000 to 10,894 is most satisfactory. As might be expected with such a rapid development, the percentage of pupils in middle vernacular schools who had reached the middle stage was considerably lower in 1896-97 than in 1892-93. The increase in the number of Middle English and High English schools was not so marked, but there was progress in both departments.

Expenditure on education from all sources amounted in 1896-97 to Rs. 13,03,435, or Rs. 1,86,318 more than in 1892-93. Provincial revenues have borne the largest share of the cost of the developments which have taken place, the increased cost to Government amounting to Rs. 1,37,203. Local and municipal funds contributed Rs. 25,277 less in the last year than in the first year of the period under report, but an increase of Rs. 48,404 in the receipts from fees partly defrayed the cost of the progress of which it was the result. The decline in the expenditure of municipal funds on education at first sight attracts unfavourable comment, but a recent examination of the question has convinced the Lieu-

tenant-Governor that most municipal committees in Burma spend as much on this object as they can properly afford.

Educational Syndicate.

4. The current work of the Educational Syndicate during the year 1896-97 was carried on as before entirely by the Executive Committee, which underwent several changes during the quinquennial period since 1892-93. The Presidency, hitherto held by the Judicial Commissioner of Lower Burma for the time being, fell vacant by resignation, and the Director of Public Instruction was appointed in January 1897. The death of Bishop Bigandet in 1894 and the resignation of the Revd. Dr. Marks in 1897 removed two of its oldest and most zealous members. The deliberations of the Syndicate have not been confined to the management and economy of the institutions under its immediate control, but have from time to time been directed towards the furtherance of education generally, and more particularly towards improvements both in the conduct and the matter of examinations. The constitution of the committee renders its recommendations in such matters of great value, and the Lieutenant-Governor is glad to acknowledge the help which it has afforded. The Syndicate is well qualified to conduct examinations and to be a consultative and advisory body in educational matters, but it is not equally well adapted to control the actual management of a school. The growing popularity of the Bernard Free Library was shown by the increase in the number of visitors from 1,069 in 1892-93 to 3,002 in 1896-97. The fact that increasing numbers of *pôngyis* resort there year by year to examine the manuscripts is gratifying. The receipts of the Syndicate in 1892-93 amounted to Rs. 1,42,307, of which Rs. 44,497 represented school fees and Rs. 15,313 entrance fees for examinations. In 1896-97 the receipts and expenditure of the general Syndicate fund, the college fund and the collegiate school fund were shown separately in accordance with the orders of Government. The aggregate receipts of the three funds were Rs. 1,62,209. From this sum, however, should be excluded for purposes of comparison the contributions of Rs. 7,614 and Rs. 2,491 made from the general fund to the college and school funds. The decline in the receipts since 1895-96 resulted from the reduction of the number of pupils in the middle school and from a temporary reduction of the provincial contributions due to the fact that the wants of the Syndicate were not ascertained till after the provincial budget had been closed. In the five years beginning with 1892-93 the contributions of Government to the Educational Syndicate were Rs. 79,000, Rs. 83,923, Rs. 83,000, Rs. 91,715 and Rs. 80,000. In the same period the receipts from examination fees rose from Rs. 15,313 to Rs. 19,747 and school fees from Rs. 44,497 to Rs. 48,112. The receipts from fees were less in the year of report than in 1895-96, and will be still further curtailed when the reduction in the number of pupils in the collegiate school in accordance with the suggestions of the Lieutenant-Governor has taken full effect. This step was taken in order to maintain the position of the school as a model institution at the headquarters of the province and to prevent such a growth in its numbers as would check the development of private schools. The expenditure of the three funds in 1896-97 was Rs. 1,60,009, excluding the contributions from the general to the affiliated funds. The corresponding figures for the four preceding years beginning with 1892-93 were Rs. 1,88,755, Rs. 1,40,328, Rs. 1,83,608 and Rs. 1,57,698. The expenditure will be further reduced next year owing to the diminution in the number of masters.

University education.

5. The progress of university education in Burma is slow, but the average attendance at the Rangoon College rose from 48 in 1892-93 to 62 in 1896-97, and the remarkable success of pupils from that institution in the Calcutta University examinations of 1894-95 showed that good results are within reach. The number of passes in the F.A. examination was, however, the same at the end as at the beginning of the quinquennial period. The Rangoon College had cause to congratulate itself in 1896-97 on its first success in the Honours course of the B. A. examination, but the number of candidates presented for the Calcutta University examinations was still small. Efforts should be made to induce pupils from the High Schools at Moulmein and Akyab to proceed to the college course. His Honour is prepared to consider proposals for giving additional scholarships for this purpose. There was a slight improvement in the past year in the number of students attending the law classes of the Rangoon College, but it is still so small that the salary of the Law Lecturer appears extravagant. The Lieutenant-Governor awaits further report in this matter. In the three years since its institution in 1894-95 the Baptist College attracted 5, 9 and 7 students, of whom one in 1895-96 and three in 1896-97 passed the F. A. examination.

Secondary education.

6. It has been observed above that the feature of the five years' progress has been the development of Middle Vernacular education and the Lieutenant-Governor is neither surprised nor disappointed at the small improvement in the number of high schools. There were 12 of these institutions in 1892-93 with 3,894 pupils. The fact that in five years only one school and 218 pupils have been added renders it easy to understand the difficulty of obtaining a supply of students for University examinations. The Seventh standard is the educational test for admission to the lowest Government clerkships. It is chiefly with this object in view that parents maintain their sons at school after the first rudiments of instruction have been imparted, and beyond this point few are prepared to persevere. Sir Frederic Fryer is not anxious to create a larger supply of young men equipped with a knowledge of English than the public services, the professions and commerce can profitably absorb. His Honour considers that Government should assist private effort to supply a demand for higher literary instruction, but should not, in Lower Burma at any rate, anticipate such a demand. A discussion of the wants of Upper Burma would occupy more space than can be afforded in this resolution and the matter will be separately treated. The Lieutenant-Governor would be glad to see more co-operative effort among the Burmans themselves and welcomes the example set by the Empress Victoria Buddhist Schools in Rangoon. Hitherto almost all privately managed Secondary Schools have been conducted by Missionaries. The examinations for the Seventh Anglo-Vernacular standard have been more searching, and the Lieutenant-Governor concurs with the Director in thinking that the decline in the number of passes since 1892-93 is to be attributed to the greater difficulty of the examination and to the fact that it is now conducted by the Departmental Officers in all schools, whereas formerly some schools were examined by their own managers or masters. The tendency of pupils and parents to look upon Standard VII as their final goal will be partially combated by the requirement of higher standards for the higher grades of Government employment, but imperfectly educated men can still earn fairly high salaries as clerks and the improvement will be slow.

In 1892-93 there were 319 passes by Standard VII and 68 by the Entrance standard. In 1894-95 the figures were 469 and 65 and in 1895-96 350 and 70 respectively. In 1896-97 the passes by the Seventh standard further declined to 266, but the improvement in the severity and control of the examination bore fruit in an increase of 17 in the number of successful candidates for the Calcutta Entrance examination.

The decline in the number of Entrance passes in the Rangoon Collegiate School was not creditable. The successes, which in 1892-93 reached 40, had fallen in 1894-95 to 27 and in the next year to 20. In 1896-97 there were 25 passes and the Lieutenant-Governor trusts that the lost ground will be recovered. During the quinquennial period the Moulmein Government High School, the Prome Municipal High School, and the Baptist College, Rangoon, showed the greatest progress. St. John's Convent, Rangoon, has never since equalled its success of 1892-93. During the period under report the number of Middle Anglo-Vernacular Schools for boys increased from 48 to 54, the average monthly number of pupils on the rolls rising from 4,550 to 4,974 and the average daily attendance from 3,692 to 4,240. The six schools added during the period were all aided by Government under the grant-in-aid rules, the increase of cost to Provincial funds amounting to Rs. 15,733. The growth in the number of Middle Vernacular Schools and of boys attending them is clearly shown in the table at page 13 of the report. In Standards V and VI the passes have more than doubled since 1892-93, but they have declined in Standard VII from 52 to 41.

Even after allowance is made for the statistical errors alluded to in the second paragraph of this Resolution, there will be found to be a considerable advance in the number of pupils under secondary instruction. Thus if in the Arakan division, which has preserved its territorial limits almost unchanged during the period under review, the population be supposed to increase 1·351 per cent. *per annum*, the percentage of such pupils to the population of school-going age would be 1·05 in 1896-97 and ·7 in 1892-93.

Primary education.

7. At the beginning of the period under report there were in Burma 4,640 Primary schools under inspection with 127,596 pupils. Of these schools 4,535 were Burmese or Karen indigenous schools, and of the total number of pupils 24,719 were successful in one or other of the primary examinations. In 1896-97 the total number of primary schools had risen to 5,192, an increase of 552, and the number of pupils to 143,824, being 16,228 more than in 1892-93. That the efficiency of teaching and inspection was not affected by the establishment of so many new schools is evidenced by the increase in the passes by the primary tests, the percentage of success rising in five years from 19·4 to 26·5. The number of Burmese and Karen indigenous schools increased by 467 and the number of pupils by 13,160, while the percentage of pupils who qualified by one of the primary examinations increased from 16·5 to 24·0. The Lieutenant-Governor shares the satisfaction expressed by the Director with the progress of primary education in Upper Burma. Another pleasing feature of the report is the change in the attitude of the *pôngyis* towards secular education during the last few years. The difficulty of inducing monastic school managers to adopt more modern and conventional methods of instruction will disappear in time, and the prejudices of the *pôngyis* in favour of their own system must be combated with tact. The Lieutenant-Governor is glad to see that

some of them have passed the teacher's test and hopes that all reasonable arrangements (such as provision of separate rooms) will be made to attract more candidates. It is not to be expected that the lay village schoolmaster's method of teaching should ordinarily be in conformity with the departmental standard, and very few of the managers of indigenous schools are certificated. Progress in this direction has been and probably will for some time continue to be slow. The result of the introduction of pupil teachers cannot be measured until the system has been in force for a longer period, but the examinations have been fairly satisfactory. The Director's proposal to complete the instruction of selected pupils in a Normal school should be submitted separately for orders. Sir Frederic Fryer is glad to see that the training of teachers has been taken up with so much interest in Prome. The want of reliable text-books in Burmese has been severely felt, but is being supplied. The Deputy Commissioner of one district remarks upon the aptitude displayed in mental arithmetic and the general ignorance of the rudiments of geography. Sir Frederic Fryer hopes that efforts will be made to improve primary schools in this respect.

The return of expenditure (Table No. IV) shows an apparent decrease in 1896-97 as compared with 1895-96 in the amount spent upon primary schools. This difference is due partly to the removal from the one heading to the other of those schools which have added middle school classes and partly to the fact that primary schools have suffered more than secondary from *pro rata* reductions due to want of funds. The receipts from fees in aided private schools amounted in 1896-97 to Rs. 14,513 against Rs. 10,562 in 1892-93. The increase is as large as could be expected considering the facilities for gratuitous education in village *pôngyi kyaungs*. The Director draws attention to the depressing effect of the reduction of grants-in-aid. The reduction was, however, unavoidable, and it will be seen that the grants actually paid to Burmese indigenous schools increased during the five years under report from Rs. 73,674 to Rs. 1,21,238. The amount spent on primary education must be conditioned by the funds available and if the District Cess Funds, while setting aside a proper share of their incomes for educational purposes, are unable to meet the demands for results grants to primary schools, the Lieutenant-Governor is of opinion that the scale of these grants must be reduced. His Honour is prepared to afford provincial aid in special circumstances and for poor districts, but not for rich districts like Thôngwa. Progress was by no means uniform throughout the province. All divisions were affected by the stricter test which in 1894-95 was applied before admitting schools to registration. The policy of imposing a test which might have the effect of retarding the progress of deserving but backward monastic schools was called in question by the Chief Commissioner in his Resolution on the report of that year. An early opportunity of discussing this question should be taken at the next conference of managers.

Between the first and last years of the quinquennial period the number of indigenous schools rose in the Arakan and Tenasserim divisions of Lower Burma and in all divisions of Upper Burma. In the Pegu division the Pegu and Prome districts suffered severely from the removal of schools from the recognized list. In Tharrawaddy the decrease was less remarkable, and the enlargement of Hanthawaddy makes the apparent progress in that district illusory. The falling off in the attendance at indigenous schools in Rangoon Town is explained by the Director

us due to the general desire for an English education on the one hand and on the other to the disposition of the poorer classes to patronise unrecognized and inefficient schools on account of their unwillingness to pay the fees of the registered institutions. In spite of the falling off in the number of schools and pupils, the number of passes by the primary standards has increased in every district except Bassein and Toungoo in the lower province and Bhamo, Myitkyina, and Shwebo in Upper Burma. The Deputy Inspector, Bassein, who appears to be directly responsible for the decline in his district, should be warned to take more interest in his work.

Special instruction.

8. The total number of schools for special instruction, namely, the training of teachers and the teaching of handicrafts or professions in 1896-97 was 41 and the number of pupils 1,135, as against 31 and 838 in 1892-93. Of the increase of 10 schools thus shown, seven represent the opening of industrial branches in ordinary schools. The most satisfactory progress was made in the institutions for teaching engineering and surveying, the number of schools increasing by four and the number of pupils by 166 in the period under report. The results of examinations have, however, not been satisfactory. The Government Normal School in 1892-93 had 34 pupils. In the following year one pupil passed the Anglo-Vernacular secondary and six the primary grade, while 17 passed the Vernacular secondary grade. The amalgamation with the Akyab Normal School raised the attendance at the school to 73. In 1896-97 the number of pupils had grown to 83. Of this number five passed the Anglo-Vernacular secondary grade out of eight presented, while 12 out of 18 passed the Vernacular secondary grade test. The Baptist Mission School, Rangoon, showed slightly more satisfactory results, but the Lieutenant-Governor does not understand why so few candidates presented themselves for examination. Training schools for teachers cost Government Rs. 34,426 in 1896-97. The results hardly seem to justify this expenditure. At the same time it is possible that, as was suggested in the Resolution on the report of 1895-96, the standard of excellence required at these examinations was unnecessarily high. The attention of the Director of Public Instruction is invited to the remarks in paragraph 8 of that Resolution, and he is requested to submit a full report on the training of teachers in Normal Schools and the means which he would suggest for improving their efficiency. In Rangoon and Moulmein voluntary associations of teachers were formed several years ago, and have done valuable work. The Kindergarten system, which in 1892-93 was only utilized in six schools, has obtained a firmer footing in the province, and was in 1896-97 employed in 12 schools, and the attendance was in most cases satisfactory. The lack of trained teachers delayed the inauguration of the Slojd system, which was in the last year under report introduced into the Government Normal School at Moulmein. The Mission schools made some progress in vocal music, for which the Karens proved themselves the most apt pupils, and Mr. Sheriff, a merchant of Rangoon, has interested himself greatly in training teachers in the Sol-Fa system. There were no schools of art in the province. Drawing was taught in 22 schools in 1896-97 as compared with 18 in 1893-94 (statistics for 1892-93 are not available), the increase being due to the introduction of this subject into schools under private management. The number of passes more than doubled in Standards III, IV and VI, and in the other standards the increase was satisfactory. It is hoped that

the establishment of teachers' examinations in drawing will have the effect of popularising the subject in Vernacular schools. The attendance at the Law Class of the Rangoon College fell off considerably in 1895-96, but has since recovered to some extent. The only separate Engineering School was that established in 1895 at Rangoon. The attendance in the first year was only 10 and in 1896-97 it was 16, but the school has had unusual difficulties to surmount and should do well in the future. The Dufferin Maternity Hospital trained four more women in 1896-97 than in 1892-93. The increase in the number of Burmese and Karen women as students is noteworthy. A new and more suitable building is now in course of erection. The training of medical pupils was attended with only moderate success. There is no Medical school in Burma and the prospects in the Hospital Assistant service are not sufficiently brilliant to induce many to proceed to Madras for instruction.

The first *Patamabyan* examination in Pali was held in June 1896. The scheme at the start met with some opposition on the part of the leading monks in Mandalay, but the results were very encouraging.

Education of girls.

9. The number of schools for girls only increased during the period under report from 128 to 281. The increase was mainly attributable to the growth of indigenous Vernacular schools from 105 to 259. There was only one girls' school supported from Municipal funds, and only one departmental school was added in five years, while Anglo-Vernacular girls' schools in receipt of grants-in-aid decreased from 19 to 17. In addition to these, 1,961 boys' schools admitted girls as compared with 1,263 in 1892-93. The aggregate number of girls in receipt of instruction increased from 24,355 to 32,593. The results of examinations showed corresponding progress. One girl passed the B.A. examination in 1895-96, and since 1893-94 there was one pass in each year in the Calcutta First Arts examination. Successes in the Middle standard examinations increased from 257 to 274 and in the Upper and Lower Primary standards from 704 and 4,650 to 1,220 and 7,487 respectively. No explanation is given of the falling off in female education in the Arakan division since 1892-93. In all other divisions there was considerable progress, notably in the more thickly populated parts of Lower Burma. There is no sufficient reason why similar, though perhaps less marked, progress should not be made in Arakan.

The Lieutenant-Governor is glad to observe the advance which has been made in this direction with Karens and Tamils, but the standard of efficiency in Burmese indigenous girls' schools has fallen off, passes above the Fourth standard being 15 less in 1896-97 than in 1892-93. Sir Frederic Fryer agrees with the Director of Public Instruction that a Vernacular school for girls only could with advantage be established in Mandalay. The facilities for girls' education in the Upper Province are limited.

Education of special classes.

10. During the period under report the number of schools for Europeans alone increased from 20 to 22 and the number of pupils at such schools from 1,239 to 1,668. The cost of these schools rose from Rs. 1,01,463 to Rs. 1,34,791, of which the share borne by Government was in 1892-93 Rs. 22,733 and in 1896-97 Rs. 38,643. The statement at page 69 of the report shows the stages of instruction at which the scholars

had arrived in 1896-97. A comparison of the results obtained by European schools in the first and last years of the quinquennial period is not satisfactory. The Director attributes the decrease in the number of passes to inefficient teaching, but suggests no remedy. The number of passes by the Middle standards fell from 264 to 239 and by the Primary standards from 772 to 749. There was a very noticeable falling off at the Seventh standard, which more than balanced the improvement in the Eighth and Ninth, while in the B.A. and F.A. examinations no pupils from purely European schools were successful; and in other schools the number fell from 7 to 5. It would have been useful to show girls separately in the comparative table of passes. Fortunately, many European boys attend schools which are also frequented by boys of other races.

The progress of Karen education was one of the most noteworthy features of the period. The increase in the number of Secondary Karen schools, which are mainly conducted by the American Baptist Mission, is not stated in the report, but the number of Primary institutions rose from 474 in 1892-93 to 516 in 1896-97, and the number of pupils from 14,722 to 15,830, a large proportion of whom were girls. Education amongst the Chins was confined to two schools of the American Baptist Mission, one of which was established during the period under report. There were no Tamil schools in 1892-93. In 1896-97 there were 49 institutions with 1,173 pupils, but no great degree of success was attained in the Primary examinations. Pupils classed as Chinese are generally the offspring of a Burmese mother, and attend Burmese schools, but Chinese was taught with other subjects in two schools in 1896-97. Education amongst the Kachins made little headway. They object to coming down to the plains, and there are no qualified teachers to visit their villages except the American Baptist Missionaries, who also established a school for Shans. The proposal on page 47 of the report for modifying the special system for teachers' salary grants in Karen Schools should be separately referred for the orders of Government. As much of the efficiency of Karen schools is due to this system it should not be abandoned without good reason.

During the period under report Mahomedan schools increased from 10 to 30 and pupils in them from 606 to 1,190. The number of passes was, however, almost stationary. Ignorance of Urdu prevented Deputy Inspectors from being of any assistance to school managers. Something could, however, be done through the medium of Burmese. In 1894 the attention of the Education Department was turned to the Talaing schools in the Amherst and Thatôn districts. There were in 1896-97 174 schools and the attendance was 3,125. Text-books for rudimentary instruction in Talaing are under preparation.

General remarks.

11. The Lieutenant-Governor is glad to observe the care which has been devoted to the production of reliable text-books. The substitution of sound books of instruction, carefully prepared and translated, for badly arranged and unskilfully compiled works has done much for Primary education. To this end the officers of the department and the Text-book Committee in Rangoon have done valuable service. The Lieutenant-Governor trusts that the Director will not lose sight of the opportunities for useful discussion afforded by conferences of school managers. Attention has been called to the conditions of promotion amongst the Deputy Inspectors. These officers, as a whole, have worked well, and the Lieutenant-

Governor has given the subject his serious consideration, but financial reasons have prevented the formation of more highly paid grades. The services of the Director of Public Instruction have been acknowledged from year to year. Sir Frederic Fryer records with pleasure his appreciation of the ability and zeal with which Mr. Pope has directed the department.

By order of the Lieutenant-Governor of Burma,

F. C. GATES,
Secretary.

FIRST QUINQUENNIAL REPORT

ON

PUBLIC INSTRUCTION IN BURMA

For the years 1892-93—1896-97.

IN accordance with the Government of India, Home Department Circular No. 9Edn.-271—80, dated the 18th July 1895, the first Quinquennial Report on Education in Burma for the period between the 1st April 1892 and 31st March 1897 is herewith submitted.

2. The report has been written under considerable difficulties. To begin with, being the first of its kind, the Deputy Inspectors of Schools and the school managers who had to prepare their returns for submission to this office where the returns are compiled, have naturally made many mistakes that necessitated the constant return of the tables backwards and forwards.

And then, when these tables were received finally corrected, the compilation had to be done by men in my office who were totally new to the work, owing to the illness for the past three months of the Superintendent. The Officiating Superintendent, Mr. Kamen, and the clerks who helped him, deserve credit for their work.

The maps that accompany this report are the first of their kind, and have taken time to prepare. Maung Ne Dun deserves special mention for the preparation of the statistics in connection with them and the report generally.

3. Before entering into details which will be found in their proper place, I purpose to give a general summary of the past five years work.

4. Among the Officers of the department we have had changes. Mr. Hodson's retirement in 1893, and the re-distribution of the Inspection circles, necessitated the appointment of two officers. Mr. W. G. Wedderspoon, M.A., B.L. (Edinburgh), and Mr. A. E. Potter, M.A., B. Sc., F.C.S. (Cambridge), were appointed by the Secretary of State. Mr. Wells' death in 1896 caused a vacancy, which is temporarily filled by the appointment of Mr. Wilkins of the Moulmein High School. Application has been made to the Secretary of State for an officer.

There has been no change in the Directorship, except for 3½ months in 1894, when Mr. Goss acted.

5. In 1893 the Baptist Mission College was opened, thereby making two Colleges in the province. University education has made no great strides during the past five years. The Rangoon College has this year passed a student in Honours, and Honours classes are to form a permanent part of the work.

6. High education has progressed considerably. The most gratifying feature is the advance of the Municipal High schools. We have been disappointed in the work of some of the larger aided High schools; they should have done much better, and would do so if they went to work the right way.

In Upper Burma the opening of a Government or of a Municipal High school was purposely discouraged to allow of private agency taking up the work. To the end of March 1897 no such school had been opened.

A scheme for allowing Vernacular students to go in for examinations equivalent to the Preparatory Entrance and Entrance Examinations has been sanctioned by the Government.

7. Lower Secondary or Middle education, both Anglo-Vernacular and Vernacular, has greatly improved, though the difficulty of maintaining Middle Vernacular schools is great. As they lead to very little, and the people will not support them, the question of making the Vernacular Seventh Standard the initial qualifications for employment should, I think, be seriously considered.

8. The progress in Primary education, Anglo-Vernacular and Vernacular, is specially worthy of notice, and is given very fully in Chapter V, the drafting of which I have entrusted to Mr. Wedderspoon, who has made the advancement of Primary education a special feature of the very good service he has rendered since his appointment. In him the Government has a zealous and valuable Educational Officer.

Primary Vernacular education owes much of its spread and progress to the Itinerant and Pupil teacher systems introduced in 1894. Our chief supporters have been the monks, except in districts like Myitkyina, where they are very ignorant and lazy. We have found that personal kindliness and interest taken in the monks by Inspecting Officers has always made them good friends and eager supporters of Primary education.

The keen interest shown by them in the *Patamabyan* Examinations, and their eagerness to prepare their younger members for the Pupil Teachers' tests and themselves for the Secondary Grade tests, augurs well. Further particulars of this will be found elsewhere.

9. Great advance has been made in Special instruction during the five years under review.

(*a*) The Normal schools have been carefully inspected and placed on a good footing. Several aided Normal schools have been opened. A Conference of Normal school teachers was held, at which certain practical suggestions were made that have been since sanctioned.

The training of teachers has been made a special feature of education in the province. During the past five years aided school managers have made, with some notable exceptions, great efforts to compel their teachers to qualify under the various Teachers' tests. The passes in every grade, Vernacular and Anglo-Vernacular, have been very gratifying. We see the result in better teaching, better discipline, better handling and management of classes, and better results. Owing to the half-salary grants system for certificated teachers, a better and a better-paid class of teachers is now being employed.

(*b*) In Technical education a great advance has been made. An Engineering school has been opened, and has this year passed out Upper Subordinate and Lower Subordinate students, who have been appointed to the Public Works Department.

Drawing has been taken up more largely by schools, and a scheme has been framed and sanctioned, whereby teachers are encouraged to make drawing a special study. This scheme has been very popular and teachers compete eagerly for the certificates.

I regret to say the aided Technical school (St. Peter's) at Bassein has been closed. The Roman Catholic Mission that had so long worked it was anxious to make other arrangements, and could come to no definite settlement. I trust we may see a very useful Technical school before long under the care of the Roman Catholic Mission at Chanthagôn near Mandalay.

The Technical school at Mandalay, towards which the Government had contributed liberally, was also closed, and I think hastily.

Kindergarten schools, and classes for vocal music and drill, flourish. Attached to several aided schools are classes for carpentry, weaving, short-hand, commercial arithmetic, and other technical subjects. Slojd classes have been opened in the Government High School at Moulmein. When these subjects were first introduced, they were the object of much ridicule, and were described as the "fads of the Director of Public Instruction." Their popularity and their extensive adoption in the schools of the province, and the immense good they have done, are their best justification.

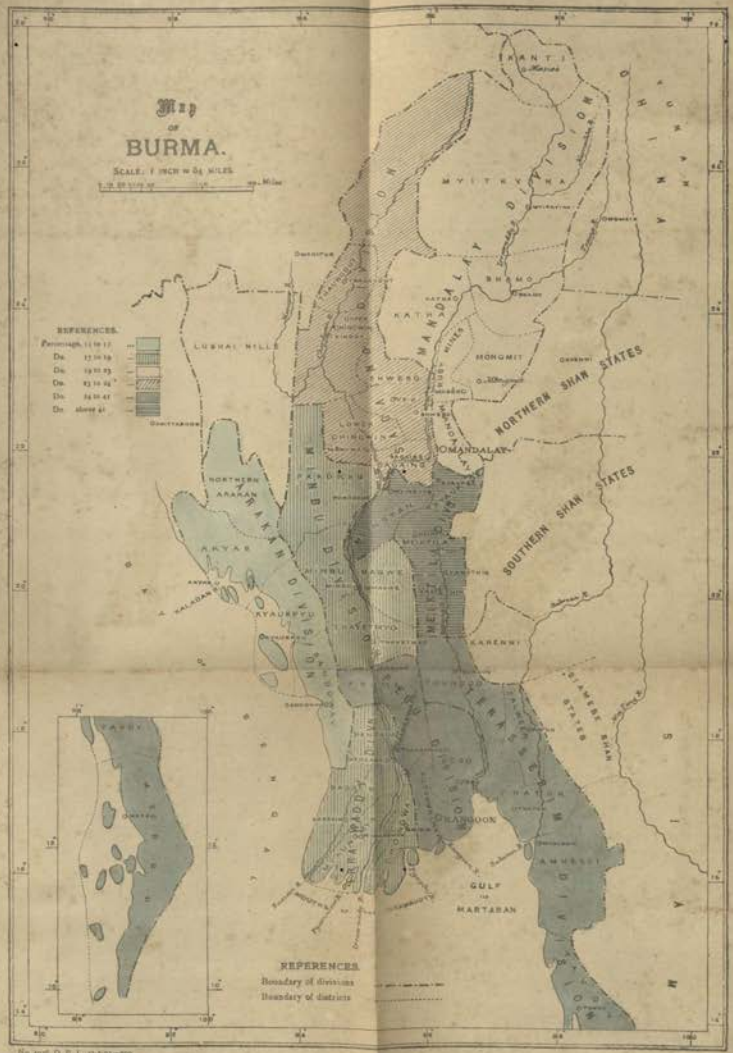
(*c*) The Law classes attached to the Rangoon College have not flourished.

(*d*) I take this opportunity of bringing to notice the excellent work the Rangoon "Teachers' Association" has done in connection with certain technical subjects. Classes have been formed and been carried on gratuitously by teachers to assist their fellow-teachers. Special thanks are due to Miss Hughes, who taught drawing; Maung Lu Din, Maung Po Tôk, and Mr. Ziegler, who lectured on the subjects for the Teachers' tests; and Mr. William Sherriff, who at con-

1892

BURMA SHOWING THE PERCENTAGE OF CHILDREN UNDER INSTRUCTION.

1897



siderable trouble and sacrifice took up the teaching of the Tonic Sol-Fa system of vocal music. He is the pioneer of this system in the province, and the results he has attained are well known: the Association is especially indebted to him; Mr. Kant, who taught Burmese; and Kuppuswami Iyer, Venkatasuba Iyer, and Venkatarama Iyer, teachers in Maduray Pillay's school, for taking up commercial arithmetic, short-hand, and book-keeping respectively.

In the Rev. Mr. David the Association has had an admirable Secretary. The "Teachers' Institute" is well equipped and popular.

10. Three Conferences of aided school managers were held in 1894 and 1895 at Rangoon, Moulmein, and Mandalay. Several very useful changes in both the standards of instruction and in the Grant-in-Aid Rules were laid before the teachers and fully discussed.

The results are found in the 4th Edition of the Educational Code, which was issued on the 4th May 1895.

11. In 1896 Sir E. Buck, K.C.S.I., summoned a conference of officers, to which the Director of Public Instruction was invited, to discuss the question, amongst others, of introducing the teaching of the elements of agriculture and of science into the schools of the province.

Arrangements are being made for introducing such studies, and for training teachers in them as soon as suitable text-books are ready.

A Sub-Committee consisting of Rev. Dr. Hicks, Baptist College; and M. Hunter, Esq., M.A., Science Lecturer, Rangoon College; with the Director of Public Instruction as President, was formed to prepare suitable books. The Government placed at their disposal Maung Tu, B.A., a passed science student of the Rangoon College. Through the courtesy and assistance of Messrs. MacMillan and Company, I trust the series will be ready by March 1898.

12. The *Patamabyan* Examinations, instituted in 1893 for the encouragement of Pali, have proved very popular. Two examinations have been held, and have been attended by a large number of monks in Upper and Lower Burma. These examinations have appealed largely to the Buddhists, monks and laymen, and have done much to win the monks over to our side.

13. The Inter-school sports, instituted in 1892, are popular and will grow each year in popularity. Cricket, football, and tennis are as keenly played as ever.

14. In Chapter X full details are given of the very good work done during the past five years by Mr. Lonsdale, the Editor of Vernacular Text-books, and his staff. I again take this opportunity of bringing Mr. Lonsdale's very good services to the notice of the Government.

15. I draw special attention to the precarious position in which Secondary education is placed in the province, where it is in the hands of Municipalities. The position is very trying and the prospects of improvement are small. The income that Municipalities can place at the disposal of education is small and fluctuating. Changes in the budget from year to year bring about abolition of appointments, decreases of salary, and painfully short payments of results grants earned by schools, Vernacular and Anglo-Vernacular. The position in Rangoon and in Akyab has become very serious, and I see difficulties steadily arising that will cause trouble in other Municipalities.

It is not fair to the people; it is hard on the pupils; it is exceedingly harassing to managers and teachers; and it deters good men from joining educational work, or opening schools, under Municipalities. As to prospects of promotion for teachers, there are none. The injury to education, Primary and Secondary, is great, and the question is a serious one.

The question arises whether, in accordance with paragraph 15, Chapter II, of the Education Code, some Municipalities should not cease to maintain schools, and hand over the work of education to private agency; but this would inflict serious injury on those who do not wish to send their children to Mission Schools.

16. I should like to see the teachers of the province combine to form a Provident Fund for themselves.

SECTION I.

17. *Proportion of scholars to population—Explanation of the maps.*—The following table shows for each division of Burma the total number of scholars, male and female, in 1892-93 and in 1896-97, and the proportion borne by that number to the total number of children of school-going age, the latter number being assumed to be 15 per cent. of the total population:—

Division.	Population.		1892-93.		1896-97.	
	Male.	Female.	Scholars.	Percentage of total scholars to total population of school-going age.	Scholars.	Percentage of total scholars to total population of school-going age.
Arakan	356,951	314,948	11,880	11·8	14,147	14·04
Pegu	789,388	667,101	49,220	22·5	52,564	24·06
Irrawaddy	800,730	751,436	34,242	14·7	40,629	17·5
Tenasserim	515,227	462,846	36,334	24·8	36,531	24·9
Mandalay	326,591	322,444	20,687	18·5	22,215	19·9
Sagaing	308,277	362,517	23,133	23·0	23,868	23·7
Minbu	521,836	576,993	33,671	20·4	30,817	18·7
Meiktila	268,156	282,127	18,811	22·8	34,366	41·6

General and Statistical Summary.

18. The following are the statistics for Educational institutions in Upper and Lower Burma:—

Class of institution.	1892-93.		1893-94.		1894-95.		1895-96.		1896-97.		Average number of pupils.	Remarks.
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.		
A.—Public Institutions—												
Colleges { Arts ...	1	46	1	76	2	71	2	72	2	80	40	
Colleges { Professional ...	...	...	...	...	...	...	...	...	...	...	...	
Secondary { Boys ...	80	9,998	164	15,599	169	15,562	214	18,610	227	19,092	84	
schools for { Girls ...	14	1,280	19	1,763	20	1,785	27	2,200	33	2,417	73	
Primary { Boys ...	4,439	115,969	4,493	116,921	4,162	109,428	4,453	116,225	4,688	119,250	25	
schools for { Girls ...	107	3,816	121	3,763	145	4,916	158	5,258	244	7,336	30	
Special schools	31	838	32	812	35	961	39	1,014*	41	1,135*	28	
Total Public Institutions ...	4,672	131,947	4,830	138,934	4,533	132,723	4,893	143,379	5,235	149,310	29	
B.—Private Institutions.												
Advanced	...	...	...	...	...	...	...	...	...	...	...	
Elementary { For Boys ...	9,360	90,816	9,632	93,741	10,199	105,808	10,470	104,567	10,241	100,507	10	
Elementary { For Girls ...	56	718	67	794	70	852	65	737	54	743	14	
Other schools not conforming to Departmental standards for religious instructions only	283	4,077	294	4,081	282	4,351	304	4,946	290	4,577	16	
Total Private Institutions ...	9,699	95,611	9,993	98,616	10,551	112,011	10,839	110,250	10,585	105,827	10	
Grand Total ...	14,371	227,558	14,823	237,550	15,084	244,734	15,732	253,629	15,820	255,137	16	

* Includes the attendance of the Railway School, Insein.

In the number of *Public institutions* and of pupils attending them there has been a steady rise from 4,672 to 5,235 and 131,947 to 149,310 respectively, though in 1894-95 there was a slight fall, which was explained in the report for that year.

Private institutions likewise increased both in numbers and in attendance till this year, when they have decreased.

Colleges for the last three years have remained the same in number, but the attendance has risen from 46 to 80, though there are only four more than there were in 1893-94. In 1894-95 and 1895-96 the numbers fell.

High English schools were 12 in number and had 3,894 pupils in 1892-93; this year they are 13, and have 4,112 pupils.

Middle English schools have risen from 48 to 54 and the attendance from 4,405 to 5,062.

Middle Vernacular schools have risen from 20 to 160 (the rise in Lower Burma alone being from 10 to 117) and the pupils from 1,699 to 9,918.

The rise has been very steady since 1893-94.

Primary schools have risen from 4,439 to 4,688. Not a very great rise, but we have exercised a certain amount of salutary strictness and care in registering schools. The attendance has risen from 115,969 to 119,250.

There has been a steady rise in both Upper and Lower Burma since 1894-95.

Special schools have risen from 31 to 41 and the attendance from 838 to 1,135.

Schools for females have risen from 121 to 277 and the attendance from 5,096 to 9,753.

19. The following shows the classification of schools according to their management:—

Name of institution.	1892-93.		1896-97.		Remarks.
	Schools.	Pupils.	Schools.	Pupils.	
Under public management—					
Maintained by the department	32	2,307	45	2,338	
Maintained by Municipal Boards... ...	19	2,058	19	2,197	
Under private management—					
Aided by the Grant-in-Aid Rules	76	7,501	89	8,932	
Aided under Indigenous School Rules ...	1,619	60,200	2,866	93,484	
Unaided	2,926	60,301	2,216	42,359	
Total ...	4,672	132,367	5,235	149,310	
Private Institutions	9,699	95,611	10,585	105,827	
GRAND TOTAL ...	14,371	227,978	15,820	255,137	

20. The following statement gives the classification of pupils in schools for general instruction according to the various stages they are in:—

Standard of education.	Number of schools.	Number of pupils.	High stage.			Middle stage.			Upper Primary stage.			Lower Primary stage.						Total.		
												Reading book.			*Not reading book.*					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
	1892-93.																			
High English ...	17	4,615	279	23	302	1,437	171	1,608	1,125	236	1,361	1,099	245	1,344	...	...	...	3,940	675	4,615
Middle English	54	4,663	1	3	4	873	110	983	1,389	180	1,569	1,783	324	2,107	...	...	...	4,046	617	4,663
Middle Vernacular.	23	2,000	...	...	...	164	109	273	391	85	476	916	335	1,251	...	...	...	1,471	529	2,000
Primary ...	4,546	119,785	...	...	...	253	44	297	3,688	738	4,426	96,767	18,295	115,062	...	...	...	100,708	19,077	119,785
Total ...	4,640	131,063	280	26	306	2,727	434	3,161	6,593	1,239	7,832	100,565	19,199	119,764	...	...	...	110,165	20,898	131,063
	1896-97.																			
High English ...	19	5,034	376	47	423	1,286	226	1,512	1,360	249	1,609	1,195	295	1,490	...	...	...	4,217	817	5,034
Middle English	63	5,581	...	...	...	1,234	125	1,359	1,678	253	1,931	1,916	375	2,291	...	...	...	4,828	753	5,581
Middle Vernacular.	178	10,894	...	...	...	763	214	977	2,009	504	2,513	5,218	2,186	7,404	...	...	...	7,990	2,904	10,894
Primary ...	4,932	126,586	...	..	..	...	...	..	5,438	1,234	6,672	99,476	20,438	119,914	...	...	...	104,914	21,672	126,586
Total ...	5,192	148,095	376	47	423	3,283	565	3,848	10,485	2,240	12,725	107,805	23,294	131,099	..	...	...	121,949	26,146	148,095

21. The following table shows the attendance of boys and girls under instruction in Lower Primary, Upper Primary, Middle, High, and Collegiate Departments, with percentages:—

Stage of instruction.	Male scholars.					Percentage.				
	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Collegiate	44	73	68	69	75	·04	·06	·06	·0●	·06
High	280	229	280	374	376	·25	·20	·26	·32	·31
Middle	2,727	2,800	3,094	3,004	3,283	2·48	2·42	2·83	2·55	2·69
Upper Primary	6,593	6,970	7,868	9,305	10,485	5·98	6·02	7·19	7·91	8·59
Lower Primary (A)	100,565	105,709	98,056	104,890	107,805	91·25	91·30	89·66	89·16	88·35
Lower Primary (B)	...	...	...	...	...	...	...	...	...	...
Total ...	110,209	115,781	109,366	117,642	122,024	100	100	100	100	100
	Female scholars.					Percentage.				
	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Collegiate	2	3	3	3	5	·01	·01	·01	·01	·02
High	26	29	39	53	47	·12	·13	·18	·21	·18
Middle	434	419	451	518	565	2·08	1·88	2·01	2·10	2·16
Upper Primary	1,239	1,455	1,658	2,034	2,240	5·93	6·51	7·40	8·23	8·57
Lower Primary (A)	19,199	20,435	20,245	22,115	23,294	91·86	91·47	90·40	89·45	89·07
Lower Primary (B)	...	...	...	...	...	...	...	...	...	...
Total ...	20,900	22,341	22,396	24,723	26,151	100	100	100	100	100

22. The following is a comparative table of the expenditure of the last five years:—

Head of expenditure.	1892-93.		1893-94.		1894-95.		1895-96.		1896-97.	
	Net Government expenditure.	Total expenditure.	Net Government expenditure.	Total expenditure.	Net Government expenditure.	Total expenditure.	Net Government expenditure.	Total expenditure.	Ner Government, expenditure.	Total expenditure.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	...	...	...	...	...	...	...	...	...	...
Collegiate	41,912	44,927	43,590	47,950	49,467	53,597	51,830	71,228	54,505	72,471
Secondary	1,35,899	3,71,692	1,50,072	4,10,388	1,64,655	4,24,194	1,71,593	4,73,324	1,89,597	4,70,310
Primary	1,87,932	2,06,825	1,63,599	1,83,376	1,66,727	1,91,861	1,83,192	2,11,033	1,79,905	2,06,309
Female	39,935	1,06,685	42,848	1,09,311	52,942	1,08,969	67,166	1,53,985	64,880	1,39,284
Special	47,588	80,159	55,991	72,308	61,330	80,376	67,488	92,440	62,628	72,102
Scholarships	17,854	17,854	18,962	18,962	18,751	18,751	23,375	23,375	25,306	25,306
Buildings	40,560	63,228	52,000	99,677	40,769	95,681	39,861	92,661	58,696	1,05,496
Furniture and apparatus ...	5,026	10,200	3,529	10,236	1,250	3,750	5,974	11,274	3,350	8,950
Miscellaneous	61,132	65,047	58,661	60,448	64,022	65,678	40,438	42,183	27,890	29,720
Superintendence	1,50,500	1,50,500	1,63,649	1,63,649	1,64,623	1,64,623	1,72,414	1,72,414	1,73,487	1,73,487
Total ...	7,28,338	11,17,117	7,52,901	11,76,305	7,84,536	12,07,480	8,23,331	13,43,917	8,40,244	13,03,435

Under Net Government expenditure there is an increase of Rs. 1,11,906 in 1896-97 when compared with that of 1892-93.

(*a*) The Educational Syndicate expenditure for Collegiate instruction shows an increase of Rs. 12,593, entirely due to increments of salary earned by the Collegiate staff during the period, appointment of additional menial staff in 1894-95, and to the appointment of an Assistant Lecturer in English in 1895-96.

The fees are paid in to the credit of the Syndicate.

(*b*) There is an increase of Rs. 53,698 under "Secondary education" and a decrease of Rs. 8,027 under "Primary." The increase in the former is due to more grants having been earned by and paid to schools of this grade. The decrease in the latter is due to the advancement of certain Primary schools to the Secondary grade, the removal of some from the registers, and the proportionate reduction of the grants in certain districts in which the budget allotments were found insufficient to pay the full amounts earned.

(*c*) The large increase of Rs. 24,945 under "Female education" is due to more grants having been earned by and paid to schools of this grade. During the period a Normal and Kindergarten department in St. Mary's S. P. G. School, Rangoon, and a Kindergarten department in the Diocesan Girls' High School were opened.

The four Normal schools for Mistresses, and the six Kindergarten schools conducted in St. John's Convent, Rangoon, American Baptist Mission Girls' School, Kemmendine, St. Mary's S. P. G. School, Rangoon, American Baptist

Mission Morton Lane Girls' School, Moulmein, Methodist Girls' High School, Rangoon, and the Diocesan Girls' High School, Rangoon, are also included under the head "Female," and have contributed towards the increase.

(*d*) There is also a large increase of Rs. 15,040 under the head "Special," which is chiefly due to the opening of the Government Engineering School, Rangoon, in May 1895, and the establishment of three new Survey schools at Tavoy, Shwebo, and Meiktila respectively.

(*e*) Under "Scholarships" there is an increase of Rs. 7,452, which is due to the full complement of Anglo-Vernacular and Vernacular scholarships, which run for two, three, and five years, having been taken up in Upper Burma, and to additional scholarships having been held in the new Survey schools established at Tavoy, Shwebo, and Meiktila.

(*f*) The expenditure on "Buildings" shows an increase of Rs. 18,136.

The following schools received "Building Grants" during the year 1896-97:—

	Rs.
American Baptist Mission Sgau-Karen School, Alôn, Rangoon ...	5,000
St. Michael's Roman Catholic Mission School, Gyobingauk ...	1,000
American Baptist Mission Mixed School, Danubyu	900
St. Joseph's Convent, Moulmein	1,500
St. Anne's Convent, Akyab	4,000
American Baptist Mission Burmese School, Bassein	3,000
St. Peter's Roman Catholic Mission School, Mandalay	6,000
Roman Catholic Mission Chinese School, Mandalay	2,000
Total ...	23,400

The decrease of Rs. 1,676 under the head "Furniture and apparatus" is due to less grants having been paid to Anglo-Vernacular and Indigenous Vernacular schools.

The decrease of Rs. 33,242 under "Miscellaneous," which comes chiefly under Municipal expenditure, is due to a better classification of charges by Municipalities in the accounts submitted.

The increase of Rs. 22,987 under "Superintendence" is chiefly due to the following:—

(1) Increments of salary earned by officers and clerical establishment.
(2) Additional exchange compensation allowance paid to officers.
(3) Additional travelling allowance.
(4) Office rent and taxes of the premises engaged in Merchant Street by the Public Works Department for the combined Educational offices, and the appointment of a durwan, a peon, and a punkah-puller.

The fee receipts under all classes of institutions shows a satisfactory increase. Rs. 2,20,331 were collected in both Upper and Lower Burma in 1896-97 against Rs. 1,94,456 in 1892-93, or an increase of Rs. 25,875.

SECTION II.

CONTROLLING AGENCIES.

23. The circles of inspection remain the same as when the re-distribution and increase in Inspecting staff were made on Mr. Hodson's retirement in 1892, with three exceptions. Magwe, which was formerly joined with Minbu, has been placed under a separate Deputy Inspector, and the need for meeting the demands of Primary education among the Tamils and the Talaings led to the appointment of a Deputy Inspector for the former and a Sub-Inspector for the latter.

Now a Deputy Inspector of Schools is needed for the Myitkyina district, where education is backward and needs stimulating.

24. I am glad to say we are gradually getting a better class of officers as Deputy Inspectors; *but still the inducement for educated men to join is not enough. They prefer other departments, where their pay and prospects are better.* During the five years we have lost men, who have left to join other departments, whom I should have gladly kept. To remedy this state of affairs, I submitted in 1895-96 a scheme for appointing four Assistant Inspectors of Schools and for increasing the number of appointments in the second grade.

I trust something will be done to place the Subordinate Educational Service on a better footing. Apart from improving the prospects of the officers, the appointment of Assistant Inspectors has become necessary. The need is fully recognized in India, and the great increase of work in this province makes it imperative, if thorough and efficient inspection is to be done. The whole of Burma is a heavy charge for four Inspectors of Schools.

25. I have every year called attention to the good work done by the Inspectors. They never spare themselves, and they take a pride in their respective circles, and cannot do enough to advance them. Mr. Goss is an officer of long service and ripe experience, who has done good work. I have already referred to Mr. Wedderspoon; the Central circle under him is the best in the province, and every branch of education from High to Primary has received his special care and attention.

Mr. Potter, who was in the Western, has now gone to the Upper Burma circle, and he is doing much to advance education in Upper Burma. He did good work in the Western circle.

By the death of Mr. Wells, the first Inspector of Schools appointed to Upper Burma, the department has lost an energetic and zealous officer, a good scholar, a keen, conscientious worker, and a courteous and sympathetic Inspector. Prolonged ill-health interfered with his work, but he never gave in; he worked to the last.

The Vernacular schools and especially these for Karens need more careful and thorough inspection in the Eastern circle, and I trust Mr. Potter will inspect those in Upper Burma more thoroughly than his predecessor did. At the same time, I am glad to be able to bear testimony to vast improvement in inspection during the past five years. It is more thorough; schools have been visited and discovered; managers have been instructed and encouraged by personal contact with inspecting officers, and Primary education has had thereby a stimulus, that augurs well for the future. The warm greeting we get wherever we go, among Vernacular schools, makes inspection a pleasure. This is due to Inspectors, Deputy Inspectors, Sub-Inspectors, and Itenerant teachers alike.

26. Among the Deputy Inspectors of Schools whose services during the past five years call for special mention are—

Maung Po Maung, K.S.M., whose long and good services have been recognized by the conferring on him of the title of K.S.M.

Maung Shwe Hmôn, Deputy Inspector of Rangoon Town.

Maung Môn, Deputy Inspector of Hanthawaddy, the first Deputy Inspector appointed to work in Upper Burma.

Maung Tu, B.A., of Thatôn, Maung Po San of Mandalay Town, Maung Kyaw Yan of Myingyan, Maung Pru of Tharrawaddy, Yusuf Khandia of Minbu, Maung Lu, Deputy Inspector of Karen Schools (to whose services in connection with education among Karens I specially draw attention), Samuel, Deputy Inspector of Tamil Schools, and Ani-ud-din, Deputy Inspector of Schools, Akyab.

SECTION III.

UNIVERSITY EDUCATION.

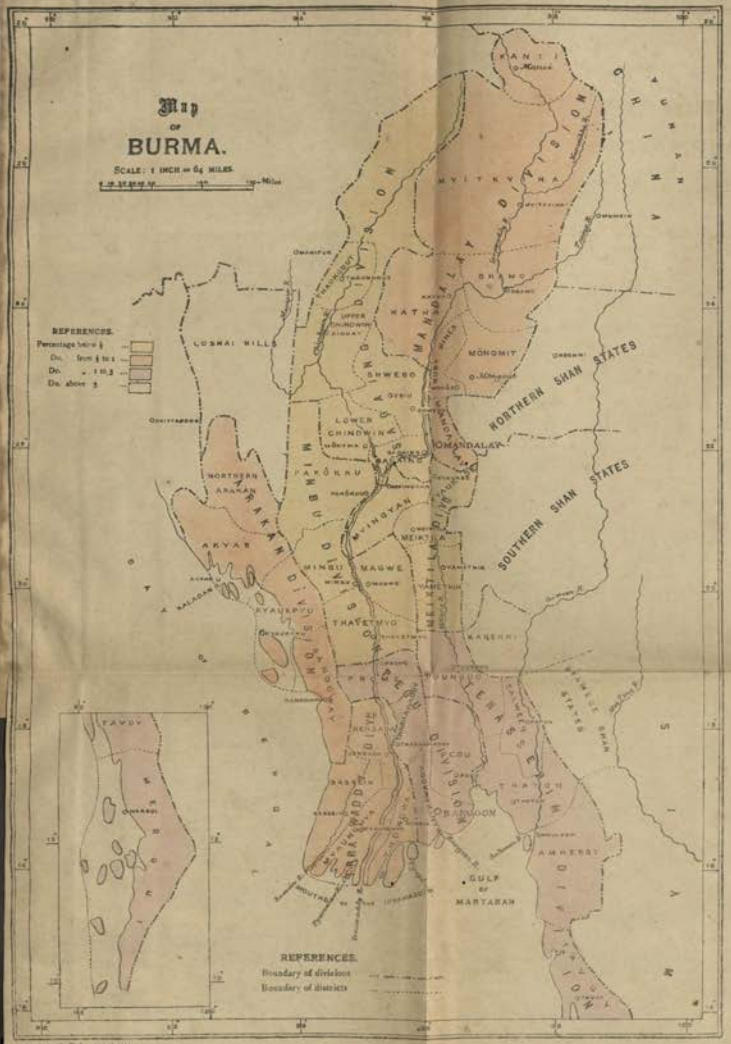
27. In 1894 the Baptist College was opened and affiliated by the Calcutta University to the F.A. Standard. The Rangoon College teaches to the B.A.

The average number on the rolls and the average attendance of these Colleges is as follows:—

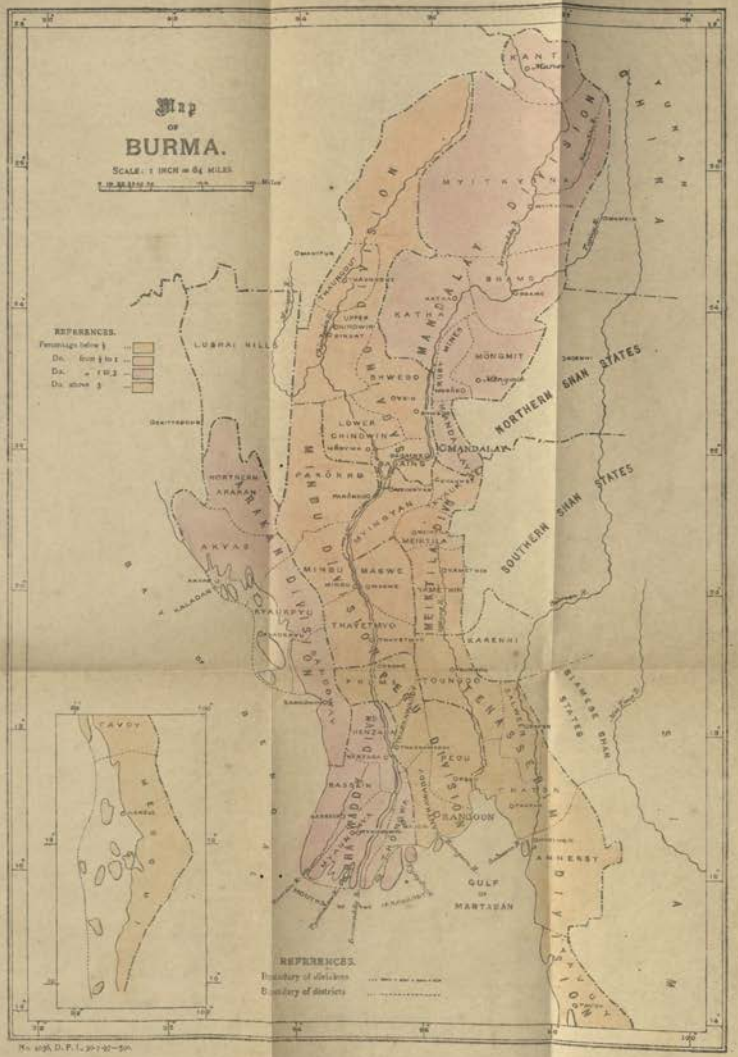
Institution.	Average number on the roll.					Average attendance.				
	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Rangoon College	53	80	69	65	70	48	68	61	60	62
Baptist College	...	...	5	9	7	...	...	5	9	7
Total ...	53	80	74	74	77	48	68	66	69	69

BURMA SHOWING THE PERCENTAGE OF CHILDREN IN THE SECONDARY STAGE OF INSTRUCTION.

1892



1897



28. The passes in the F.A. and B.A. have been—

	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Rangoon College { F.A.	12	9	25	16	12
Rangoon College { B.A.	3	...	6	5	5
Baptist College—F.A.	...	...	...	1	3

This year, for the first time, a student of the Rangoon College has taken his B.A. in Honours. Hitherto only the B course has been taken.

The Rangoon College during the past five years has been under the control of the Educational Syndicate, Lower Burma, and Mr. H. H. Rose, M.A., has been the Principal. Reference has been made each year to the good work done by him and his staff.

The Baptist College is under the Rev. Dr. Cushing, and is steadily coming to the front.

29. The following is Mr. Rose's report :—

The changes in staff during the quinquennial period under report have been as follows :—

March 1893—Mr. Smart, B.A., First Assistant to the Science Lecturer, resigned ; Maung Aung Thein, B.A., Second Assistant, was promoted to First Assistant and Maung Ba, B.A., was appointed Second Assistant.

25th February 1894—Dr. Shaw, Lecturer in English and Latin, left on six months' sick leave, and Mr. Wales, Head Master, Collegiate High School, was appointed to officiate in his place.

August 1894—Dr. Shaw resigned.

26th February 1895—Mr. G. A. Turner, M.A., was appointed Lecturer in English and Latin.

June 1895—Maung Ba, B.A., Second Assistant to the Science Lecturer, received one year's leave without pay and Maung Thein Khin, B.A., was appointed to act in his place.

August 1895—The Principal took six months' leave and Mr. Marshall, M.A., Lecturer in Mathematics and Logic, was appointed to officiate.

Mr. Wales, Head Master of the Collegiate High School, was appointed Assistant Lecturer in English and Latin.

June 1896—Maung Aung Thein, B.A., on the expiration of his leave, resigned the post of Second Assistant.

30. The following are the statistics for Rangoon College from 1892 to 1897 :—

College.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Number on rolls ...	53	80	69	65	70
Attendance ...	48	68	60·91	60	62
B. A. passes ...	3	...	6	5	5 (one Honours, 2nd division.)
F. A. passes ...	12	9	25	16	12

SECTION IV.

SECONDARY EDUCATION, UPPER AND LOWER (STANDARDS V—IX INCLUSIVE).

31. *Explanation of the maps.*—The two maps in connection with this section show the number of boys and girls in the secondary stages of instruction, High and Middle, and the percentage of that number to the population of school-going age in each division. The figures on which they are based are given in the following statement. Each division shows an increase in the percentage :—

Division.	1892-93.		1896-97.	
	Scholars in High and Middle stages.	Percentage of total scholars to total population of school-going age.	Scholars in High and Middle stages.	Percentages of total scholars to total population of school-going age.
Arakan	679	·7	1,135	1·1
Pegu	4,884	2·2	7,871	3·6
Irrawaddy	1,406	·6	3,965	1·7
Tenasserim	2,758	1·9	4,568	3·1
Mandalay	920	·8	1,634	1·5
Sagaing	136	·1	769	·8
Minbu	236	·1	873	·5
Meiktila	259	·3	694	·8

32. During the past five years no change has taken place in the management of the Entrance Examination. It is still under the Calcutta University. I do not think this arrangement the best for education in the province, but till such time as we make a beginning with a University of our own, we must work under it.

33. The VII Standard Examination, which was conducted by the Educational Syndicate, Lower Burma, has within the last five years been made a purely departmental promotion examination, carried on by the Inspectors of Schools. A pass by the VII Standard has not now the exaggerated importance it once had, and rightly so. It is a very small test of proficiency.

34. Whereas formerly the scholarships were given on the results of the VII Standard Examination, a separate examination, called the Middle English Scholarship Examination, is now held. No pupil can enter for this who has not passed the VII Standard, and passed in Algebra, Euclid, and Geography as optionals, *these subjects being absolutely necessary for the Entrance Examination*, to help pupils to prepare for which the Middle English scholarships are given.

In the same way, no pupil may be promoted to the VIII Standard or the Preparatory Entrance class who has not passed in these optionals.

The effect has been to make a large increase in the passes from the province in the Entrance Examination.

35. The following statement shows the classification of the Anglo-Vernacular and indigenous boys' schools in which secondary instruction is given and the number of pupils in attendance during the years 1892-93 and 1896-97 :—

Classification of schools.	1892-93.		1896-97.	
	Schools.	Pupils.	Schools.	Pupils.
High English.				
Maintained by the department	2	1,032	2	1,057
Maintained by Municipal Boards	3	734	3	643
Aided under the Grant-in-Aid Rules	7	2,128	8	2,412
Unaided	...	...	...	...
Total ...	12	3,894	13	4,112
Middle English.				
Maintained by the department	...	...	...	...
Maintained by Municipal Boards	13	1,131	13	1,331
Aided under the Grant-in-Aid Rules	35	3,274	41	3,731
Unaided	...	...	...	...
Total ...	48	4,405	54	5,062
Middle Vernacular.				
Maintained by the department	...	...	...	...
Maintained by Municipal Boards	...	...	...	...
Aided under the Grant-in-Aid Rules	...	...	...	...
Aided under the Indigenous School Rules ...	20	1,699	160	9,918
Total ...	20	1,699	160	9,918
GRAND TOTAL ...	80	9,998	227	19,092

The above table shows a satisfactory increase all round, that under Middle Vernacular being especially encouraging.

Upper and Lower Secondary.

36. The following are the results of the Calcutta University Entrance, and the Provincial VII Standard Examinations, for the year under report and for 1892-93:—

Class of institution.	1892-93.			1896-97.		
	Entrance (IX Standard).	Middle (VII Standard).	Total.	Entrance (IX Standard).	Middle (VII Standard).	Total.
From schools under public management ...	50	135	185	52	105	157
From public schools under private management and aided under the Grant-in-Aid Rules.	18	157	175	35	149	184
From public schools under private management and aided under the Indigenous Rules.	...	27	27	...	12	12
Total ...	68	319	387	87	266	353

The increase in passes by the Entrance is fair. It would have been much larger, if the conditions of promotion I have referred to above had been insisted on from the beginning.

The passes by the VII Standard Anglo-Vernacular are less, and I do not regret it. The VII Standard Examination has been purposely made somewhat harder; it was too easy formerly. We have to remember that too easy a pass by the VII Standard means certain failure at the Entrance Examination that follows it in two years' time. Another cause of failure is, that previous to 1894-95 certain of the larger schools conducted their own examinations, and were so lenient in passing their pupils, that, when they came to go in for the VII Standard, the pupils failed owing to the easy promotions they had had; the grounding was rotten. Good schools pass their pupils well. Standards V, VI, and VII, *i.e*, the Middle department, in all schools are now on a much better footing, and the results will be seen in better passes in Standards VII, VIII, and IX hereafter.

37. The following tables are interesting. The passes in Middle Vernacular schools show decided advance. With the increase of certificated managers and the full use of pupil teachers Middle Vernacular schools will improve, if only a vernacular VII standard pass is made more valuable than it now is.

The following statement shows the number of Entrance passes gained by schools presenting candidates in the two years 1892-93 and 1896-97:—

Name of school.	1892-93.				1896-97.			
	First Division.	Second Division.	Third Division.	Total.	First Division.	Second Division.	Third Division.	Total.
Rangoon Collegiate School	11	21	8	40	4	11	10	25
Diocesan Boys' High School, Rangoon ...	...	...	...	...	1	1	1	3
Diocesan Girls' High School, Rangoon ...	...	...	...	...	...	...	...	...
Akyab Municipal High School	...	1	1	2	...	3	1	4
Moulmein High School	1	2	...	3	1	6	4	11
Bassein High School	...	2	1	3	2	3	1	6
Bassein Sgau-Karen High School ...	...	...	...	...	...	...	...	...
Prome Municipal High School ...	...	1	1	2	2	2	2	6
St. Paul's High School, Rangoon ...	1	4	...	5	2	3	2	7
St. John's S. P. G. College, Rangoon ...	...	...	2	2	...	1	...	1
Baptist College, Rangoon	...	1	...	1	...	2	5	7
Episcopal Methodist Girls' High School, Rangoon	...	2	...	2	...	2	...	2
Carried over ...	13	34	13	60	12	34	26	72

Name of school.	1892-93. First Division.	Second Division.	Third Division.	Total.	1896-97. First Division.	Second Division.	Third Division.	Total.
Brought forward ...	13	34	13	60	12	34	26	72
St. John's Convent, Rangoon	1	1	4	6	...	...	2	2
St. Joseph's Convent, Moulmein ...	...	...	1	1	...	3	...	3
St. Patrick's School, Moulmein	...	...	...	...	...	1	4	5
St. Joseph's Convent, Mandalay ...	...	1	...	1	...	1	...	1
English Girls' High School, Moulmein ...	...	...	...	...	...	...	1	1
St. Gabriel's S. P. G. High School, Rangoon ...	...	...	...	...	...	...	...	...
Maduray Pillay's High School, Rangoon ...	...	...	...	...	...	3	...	3
Total ...	14	36	18	68	12	42	33	87

38. The following table gives the passes in Vernacular Middle schools for the first and last year of the quinquennial period :—

Class of Institution.	1892-93. V.	VI.	VII.	1896-97. V.	VI.	VII.
From schools under Indigenous Rules	145	42	26	367	113	12
From indigenous schools under Missionary management ...	24	28	26	18	31	29
Total ...	169	70	52	385	144	41

39. In a quinquennial report details regarding the success or failure of individual schools are out of place. *But I should like to point out that, where schools appoint good teachers, where the rules are strictly followed, and where head masters or managers make their supervision a reality instead of a sham, the results are uniformly good.* Anglo-Vernacular aided schools are rapidly increasing. We are, however, slow to register them till they give promise of good work and supervision. Several Mission Anglo-Vernacular schools suffer from the want of reliable head masters, who can be trusted to carry on the work thoroughly when the Missionary in charge is away on tour doing his own legitimate work. The desire for English is very wide-spread, and in some places middle-aged men attend night classes started in connection with Anglo-Vernacular schools, because they wish to be able to read notices, shipping and others, that are printed or written in English, ignorance of which leaves them at the mercy of others.

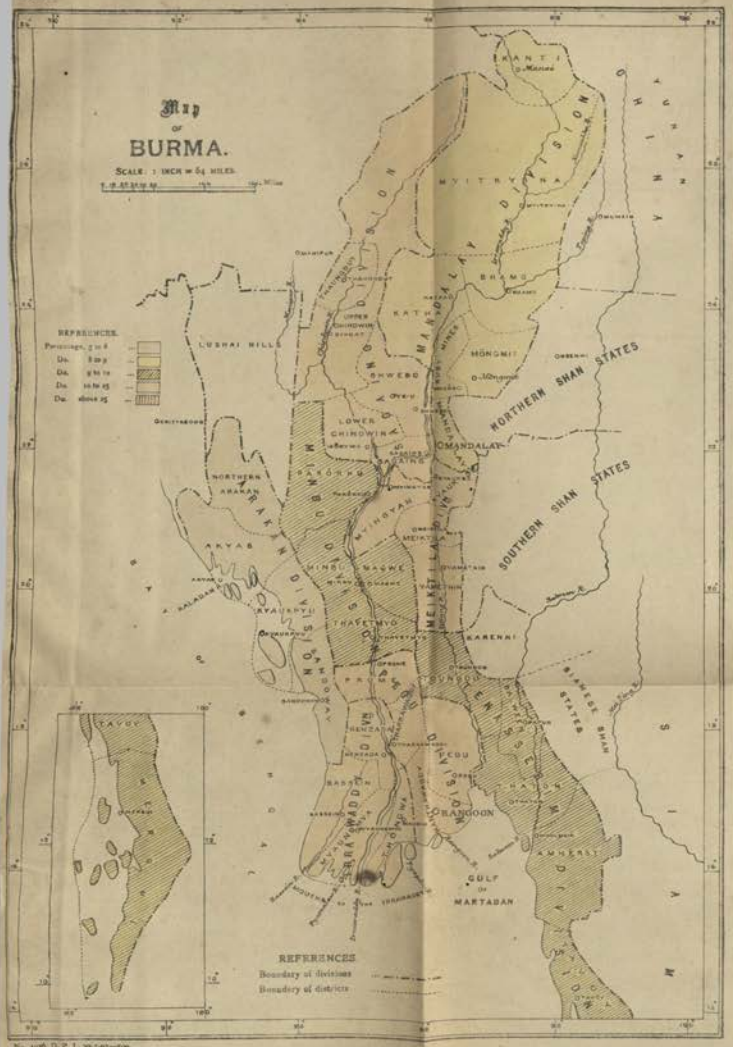
39A. The following schools call for special mention,—*Prome Municipal School*, under Mr. O'Hara, *Bassein Municipal School*, under Mr. Gray, now Head Master, Akyab Municipal School; *the Baptist College, Rangoon; Methodist Episcopal School, Rangoon; St. Paul's High School, Rangoon; St. John's Convent, Rangoon; St Joseph's Convent, Moulmein; Maduray Pillay's School, Rangoon; the Rangoon Collegiate School*, which is steadily improving, now that departmental inspection and examination have been resumed ; and *the High School, Moulmein.*

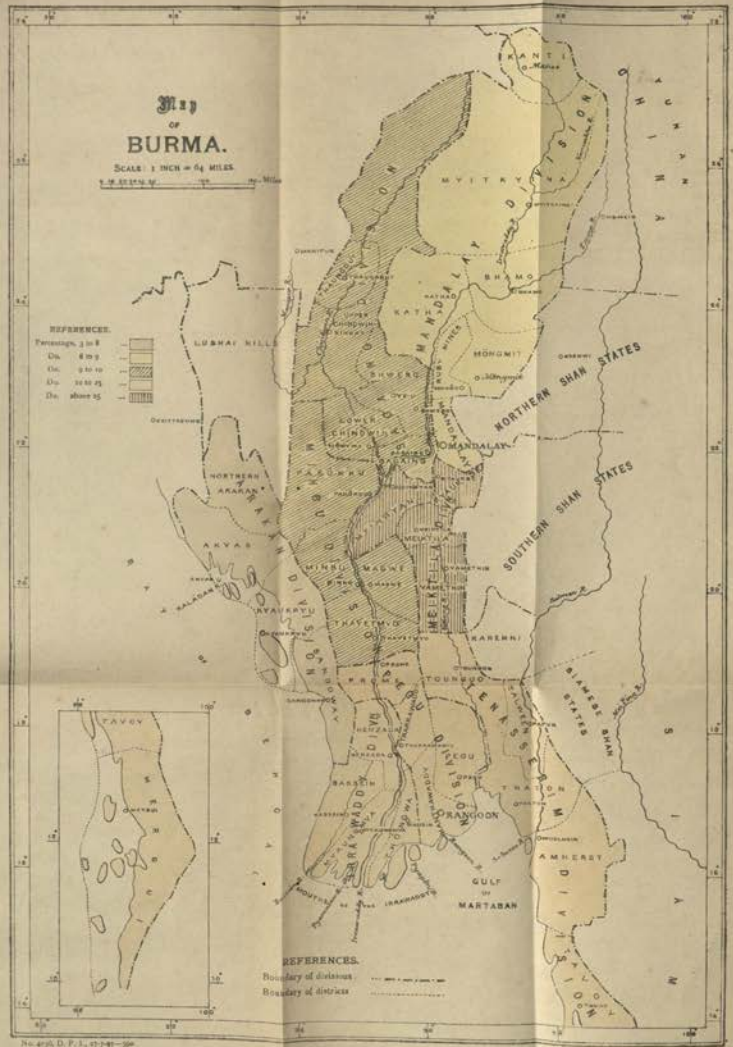
40. In connection with the Prome Municipal School the results have been so good that the following details will not be out of place. This school has had a record of success in regard to higher education of which any school may be proud. Three years ago it was brought on the list of schools examined by the Inspector, it formerly having been allowed to examine itself. The results for two years were not very satisfactory, although steady progress was shown. During the last year the school did well as a whole, the Middle Department however showing some weakness The individual successes include the first two boys in the Middle English Scholarship Examination, the first boy in the VIII Standard Examination, and the first boy in the Entrance Examination. Last year the first boy in the Middle English Scholarship Examination was also

1892

BURMA SHOWING THE PERCENTAGE OF CHILDREN IN THE PRIMARY STAGE OF INSTRUCTION.

1897





from Prome. Such conspicuous excellence in all these examinations, which are open to all the schools in the province, reflects the greatest credit on Mr. O'Hara and his staff. It only remains to add that the Committee loyally support the Department in every respect, entering with enthusiasm into every scheme proposed for the benefit of education. An annual medal for mathematics is to be given through their liberality, and was awarded for the first time this year on a special examination conducted by the Inspector of Schools, Central Circle, the report showing that the two candidates to whom medals were awarded were of equal merit, and that the ability shown was very considerable.

41. The following table shows the attendance and expenditure on Government and Aided Secondary schools attended by boys:—

Class of institution.	1892-93.							1896-97.						
	Number of schools.	Number of pupils on the rolls on the 31st March.	Average number on the rolls monthly during year.	Average daily attendance.	From Government funds.	From all other sources.	Total.	Number of schools.	Number of pupils on the rolls on the 31st March.	Average number on the rolls monthly during year.	Average daily attendance.	From Government funds.	From all other sources.	Total.
High English.					Rs.	Rs.	Rs.					Rs.	Rs.	Rs.
Maintained by the department.	2	1,032	1,007	801	21,359	34,754	56,113	2	1,057	1,142	983	19,449	42,933	62,382
Maintained by Municipal Boards.	3	734	692	550	25,001	17,113	42,114	3	643	627	522	19,565	17,056	36,621
Aided under the Grant-in-Aid Rules.	7	2,128	2,031	1,703	19,794	67,122	86,916	8	2,412	2,464	2,106	29,178	81,448	1,10,626
Total ..	12	3,894	3,730	3,054	66,154	1,18,989	1,85,143	13	4,112	4,233	3,611	68,192	1,41,437	2,09,629
Middle English.														
Maintained by the department.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Maintained by Municipal Boards.	13	1,131	1,119	950	38,762	17,907	56,669	13	1,331	1,301	1,120	37,153	22,642	59,795
Aided under the Grant-in-Aid Rules.	35	3,274	3,431	2,742	18,108	98,897	1,17,005	41	3,731	3,673	3,120	35,450	1,16,634	1,52,084
Total ...	48	4,405	4,550	3,692	56,870	1,16,804	1,73,674	54	5,062	4,974	4,240	72,603	1,39,276	2,11,879
Middle Vernacular.														
Maintained by the department.	...	...	...	...	..	...	...	...	...	...	...	...	...	...
Maintained by Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided under the Grant-in-Aid Rules.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided under the Rules for Indigenous Schools.	20	1,699	1,699	1,699	12,875	...	12,875	160	9,918	9,918	9,918	48,802	...	48,802
Total ...	20	1,699	1,699	1,699	12,875	...	12,875	160	9,918	9,918	9,918	48,802	...	48,802
GRAND TOTAL ...	80	9,998	9,979	8,445	1,35,899	2,35,793	3,71,692	227	19,092	19,125	17,769	1,89,597	2,80,713	4,70,310

SECTION V.

PRIMARY INSTRUCTION.

42. *Explanation of the maps.*—The accompanying maps of this section show the number of boys and girls in the Primary stages of instruction. The figures on which they are based are given below:—

Division.	1892-93.		1896-97.	
	Scholars in Upper and Lower Primary stages.	Percentage of total scholars to total population of school-going age.	Scholars in Upper and Lower Primary stages.	Percentage of total scholars to total population of school-going age.
Arakan	3,144	3·1	5,274	5·2
Pegu	33,508	15·3	26,931	12·3
Irrawaddy	23,660	10·2	24,707	10·6
Tenasserim	14,399	9·8	14,696	10·5
Mandalay	9,087	8·1	9,005	8·07
Sagaing	10,750	10·7	9,447	9·4
Minbu	15,640	9·5	15,879	9·9
Meiktila	9,597	11·6	20,647	25·01

43. The following statement gives the statistics of Primary schools, including pupils in the Primary departments of Middle and High schools, for the first and last years of the quinquennial period :—

Class of institution.	Number of Primary schools under inspection.		Attendance.		Number of pupils passed			
					Upper Primary Standards III and IV.		Lower Primary Standards I and II.	
	1892-93.	1896-97.	1892-93.	1896-97.	1892-93.	1896-97.	1892-93.	1896-97.
Public schools under public management.	21	22	1,973	2,108	738	693	755	859
Public schools under private management.	74	88	5,687	6,850	1,390	1,816	2,024	2,273
Indigenous schools — Burmese ...	4,061	4,486	104,746	116,908	1,947	3,421	13,909	23,037
Indigenous schools — Karen ...	474	516	14,584	15,582	751	1,087	3,062	4,255
Indigenous schools — Mahomedan ...	10	30	606	1,190	22	22	121	128
Indigenous schools — Tamil ...	...	49	...	1,173	...	108	...	375
Indigenous schools — Kachin ...	...	1	...	13	...	3	...	4
Total ...	4,640	5,192	127,596	143,824	4,848	7,150	19.871	30,931

Under the head of *Public schools under public management* there is an increase of one, caused by the opening of the Anglo-Vernacular school at Minbu. Sanction was accorded for another school, but as private enterprise may step in it is not proposed to open it at present.

The increase in attendance in these schools is satisfactory.

The number of passes seems to have fallen. There was a very large decrease in 1894-95, when all schools were examined by the Department. The decrease was also partly accounted for by the fact that managers had indulged in double promotions too freely. Since that year passes have steadily increased, and this year are higher than they were last year, except in the Lower Primary, where there is a trifling decrease.

Public schools under private management show steady development, having gained 19 per cent., an indication that the desire for an English education is growing.

The increase in pupils and passes 20 and 19·8 per cent. respectively is satisfactory. A fall in 1894-95 has also to be noted here, but not nearly to the same extent as in Government schools. In Upper Burma steady progress has been made under this head.

Burmese indigenous schools show an increase of 10 per cent., pupils have increased 12 per cent., passes by the Upper Primary 76 per cent., and by the Lower Primary 66 per cent. These figures show the success with which the grant-in-aid system, with its auxiliary forms of aid, have developed the Vernacular side of education. It is interesting to observe as showing the marvellous progress of Upper Burma, that, while schools there have not increased quite 25 per cent., passes by the Upper Primary standard have more than doubled, while Lower Primary passes have nearly done so.

As most of the schools there are monastic, it is evident that a great change has come over the monks in regard to their attitude towards secular instruction. Much is still left to be done. In Upper Burma the direction in which progress will be made is in raising the grade of schools, and for this other assistance than that given by the Itinerant teacher may be needed. Then the Upper Primary passes are about one-seventh of the Lower Primary in number, whereas in Lower Burma they are only a little under a half. Middle school instruction is still more backward in the Upper Province, but Upper primary needs a great deal more fostering before a great demand for middle school needs to be met.

Karen schools which are to be found only in Lower Burma have increased nearly 9 per cent., attendance 7 per cent., Upper Primary passes 45 per cent., and Lower Primary passes 39 per cent.

Mahomedan schools have trebled their numbers; attendance has increased 96 per cent.; passes in both grades are stationary. In Upper Burma there are very large increases in passes, so that in Lower Burma the decrease has been correspondingly great.

Tamil schools did not exist at the beginning of the quinquennial period. So with *Chin* schools: there was only one to begin with, and we have two now, both under the American Baptist Mission.

There is one school for *Kachins* under the American Baptist Mission at Bhamo.

No schools for this race seem to have been opened by the Mission in the interior of the district.

44. In reviewing primary instruction during the quinquennial period it will not be out of place to refer to it under the following heads:—

(*1*) *Staff.*	(*4*) *Discipline.*
(*2*) *Buildings.*	(*5*) *Subject of instruction.*
(*3*) *Books and apparatus.*	(*6*) *Forms of aid.*

Much of what is said under these heads will apply equally well to Middle schools.

(1) *Staff.*—With regard to Anglo-Vernacular Primary Schools it may be said generally that the staff is fairly satisfactory, that is to say, it is improving steadily. What one has to complain of most is not so much the defective methods of teaching, although there is much to be done here, but the poor quality of the English imparted to pupils. The greatest difficulty for a Burman boy is to get a proper pronunciation. Frequent criticism of errors has done something to remove the hybrid pronunciation with which all Inspectors are familiar in English schools; but with our present masters the most potent influence for good in this respect will be found in reading-classes, for the masters themselves, under some one competent to conduct them. This has been tried in the Municipal schools at Paungdè and Prome and with success. Another point to which the attention of Superintendents and Head Masters should be drawn is, that to place the youngest and poorest paid teachers in charge of Standard I is the surest way to give the pupils of that standard the worst training in English. It is to be hoped that this very obvious error will not need to be referred to again. With regard to the staff of Vernacular Schools, it is impossible to say that it is even fairly satisfactory. In Burmese public schools only 4·8 per cent. of the managers are certificated in Lower Burma. The Pegu division shows the largest number of certificated managers. Tenasserim division has the largest percentage—7·1, but it has far fewer schools than either Irrawaddy or Pegu. Irrawaddy has the smallest percentage. In Upper Burma the supply of certificated managers is much less, amounting to only ·04 per cent. The percentage of certificated managers in the province is ·24 per cent.

In Upper Burma over 60 per cent. of public schools, and in Lower Burma about 50 per cent. are monastic, and it is difficult to induce *pôngyis* to give their time to study the elementary principles of school-management. A further difficulty has been urged more than once. It is said, and with some truth, that *pôngyis* dislike being examined in the same room with laymen. In the Teachers' examinations arrangements might be made for giving a separate room to *pôngyis* who may present themselves. It is satisfactory to note, however, that, notwithstanding this difficulty, several *pôngyis* are to be found in the list of passed candidates this year.

The ordinary lay school manager is not unfrequently a man who is unable to earn his livelihood in any other way. He opens a school and is always sure of a certain amount of support, no matter how incompetent he may be. Deputy Inspectors are now less willing to recognize a man of this kind unless there is no hope of a more efficient teacher. In small and poor villages we must be content with a master of an inferior kind, especially if he be a native of the place, because of the impossibility of a stranger making a livelihood. Uncertificated masters possess no knowledge of school method. Their method of teaching is the lineal

descendant of that of the *pôngyi kyaung*, and it is extremely difficult to get them to depart from its traditions. Even study is only slowly eradicating these antiquated ideas, as the masters are apt to look upon the knowledge of method obtained from books more as a means of passing an examination than as principles to be applied in teaching. The giving of model lessons by Deputy Inspectors is regularly practised.

Pupil teachers.—In order to increase the supply of properly trained teachers, the pupil-teacher system was introduced. The system is not a perfect one, and the fundamental objection to it, of placing pupils as teachers over pupils little removed from them in point of age is one which cannot be surmounted; but in Burma it has counterbalancing advantages. It will enable us to greatly increase our supply of trained teachers in a comparatively short time. The scheme has been taken up heartily and, although a little difficulty has been experienced in retaining boys, this will be got over as soon as managers exercise discretion in selecting their candidates. Provision for the proper instruction of these pupil teachers during the three years of their apprenticeship has been made. They are only allowed to teach for three hours a day, the rest of the time being given to private study. Itinerant teachers have received instructions to supervise specially the work of all pupil teachers in their respective townships; *but, if the scheme is to be successful, the closest supervision on the part of Deputy Inspectors will also be required.* The total failure of the candidates from Myaungmya this year was due to neglect.

The following table shows the number of pupil-teachers employed during the year in each division, with the results of the examination :—

Division.	Number of pupil-teachers.		Number of passes.		Remarks.
	First year.	Second year.	First ye ar.	Second year.	
Arakan	10	...	2	...	
Tenasserim	27	...	10	...	
Pegu	36	17	22	15	
Irrawaddy	62	...	25	...	
Mandalay	13	...	10	...	
Sagaing	18	...	13	...	
Meiktila	17	...	17	...	
Minbu	7	...	6	...	
Total ...	190	17	105	15	

The examinations for these teachers are the same as those for students in Normal schools. The superior character of the instruction given in these schools is shown in the uniformly good places taken by their candidates. Curiously enough the first place in the examination of the second-year candidates was taken by a pupil-teacher from Maung Ba's Lay School, Prome Town.

In order to complete the instruction now given, and to emphasize correct methods of instruction, a special class of selected pupil-teachers who have completed their apprenticeship should be formed in the Moulmein Normal School from June to March in each year. They should receive ordinary Normal students' stipends, and continue their studies with a view to appear for the Vernacular VIII and IX Standard Examinations which have just been sanctioned. In the Resolution prefixed to the Report on the Public Instruction for 1895-96 the Chief Commissioner expressed the desire that the Education Department should do all in its power to foster secondary education through the Vernacular. *There is only one way to do this and that is by turning out teachers educated up to that standard.* At present none of our teachers are able to enter for these examinations as a knowledge of Euclid and Algebra is essential. But, with a year's careful training under the energetic Principal of the Normal School at Moulmein, selected candidates would go out to the districts well equipped to take up higher work.

I would add with regard to pupil-teachers, that in Prome a beginning has been made in establishing central classes; that is to say, instead of each manager training his own pupil-teachers, three of the best managers have been selected, one to teach the boys of each year. A further benefit will accrue as the classes will meet in the Municipal High School and will be under the supervision of Mr. O'Hara. Classes of this kind are possible in Prome, because of the large number of good lay schools, and they should be started in the other circles.

Karen teachers' certificate.—*See* under Karen education.

(2) *Buildings.*—In regard to Anglo-Vernacular Schools, there is little to say. Buildings are usually good and ample. In Prome, however, the building is too small, and unfortunately it is impossible to enlarge it without encroaching on the already limited playground. The Town School, Ma-ubin, is too small and something should be done to increase the accommodation. The Municipal School, Yandoon, is badly situated. Committees, as a rule, are willing to meet the wishes of the Department in regard to buildings, but financial questions frequently interfere with their projects. Paungdè is endeavouring to replace the building which was destroyed by fire nearly two years ago.

In regard to Vernacular Schools a good deal is still left to be done. In almost all cases the school is held in the schoolmaster's house, but where the master's house is unsuitable every inducement is held out to induce managers to put up new buildings suited to the requirements of schools. A loan can usually be given repayable within a term of years. In the Central circle several schools have been erected in this way, and three years has been the longest time required for repayment.

Overcrowding is a common feature in lay schools.

Want of attention to sanitary arrangements, especially in towns, is a common fault.

The following suggestion has been made before, I believe, but I make it again independently. It is this, that when a new village is being laid out, a suitable site should be reserved for a school. This would ensure a good situation for a school, and would at the same time show the villagers that Government was strongly in favour of education.

(3) *Books and apparatus.*—In Vernacular education the great obstacle to progress has been the want of proper books. Although geography has been a subject of instruction ever since the introduction of the results-grants system, there has been no proper text-book on the subject. No wonder that geographical knowledge has been of the meagerest kind, and has been imparted in the pernicious form of bald lists of names! Burmese reading-books have been provided; but arithmetic has been represented chiefly by Stilson's book, which, however useful in the past, can scarcely be considered suitable for a Primary school today. In schools generally, and Vernacular schools in particular, it had been found that managers failed in arithmetic frequently because they had not sufficient guidance regarding the standard of examination. This want is not now felt, as a series of arithmetical test cards, one set for each standard, has been drawn up. Efforts have also been made to supply arithmetic books for the standards, and books for Standards I and II have now been issued while the others are in preparation. In English schools the greatest want has been suitable books for English composition. Books *written in Burmese* have now been issued for Standards I and II, and it is hoped that the series will be continued to Standard VII. To improve Burmese writing a series of copy-books is being prepared, which will probably do something to improve hand-writing.

With regard to *apparatus* little need be said. The recommendation of the Education Commission that it shall be inexpensive have been steadily kept in view. All schools are supplied with black-boards, slates, &c. Benches are not common except in the larger schools, and they are by no means indispensable. Maps in the Vernacular, however, are a great desideratum. Maps of the world and Asia in Burmese have now been issued, and I understand that one of Burma will soon be available, but maps of the other continents, as well as a globe, are not likely to be ready for a long time. The difficulty of teaching geography may be estimated, when it has had to be taught in a Vernacular school from a map with English lettering and without any proper text-book.

In the geographies now being prepared, the want of a good atlas will be made up for by numerous small maps in each book. Map-modelling in clay has been introduced in some schools with success. The start given to this form of teaching Geography, and the introduction of Kindergarten methods in the Thinbôngyi classes of Vernacular schools will revolutionize the work, and make teaching much more intelligent and interesting. It only needs to be seen to be appreciated. Managers and pupils alike are delighted with the system and adopt it eagerly.

(4) *Discipline.*—This is probably the feature of school work which the Burman understands least. His own methods of teaching are utterly innocent of any approach to what we mean by this term. One often hears that the proximity of a *pôngyi kyaung* can be judged by the babel of voices coming from it. This is also true, but probably to less extent in the case of the lay school. It is not generally known, however, that this discordant noise represents the preparation of lessons, and, however unsuitable it may seem for this object to the average European, there is no doubt that the Burman does not see it in this light. It is not advisable to interfere with the custom. It is in attention to details that the average schoolmaster is wanting. Pupils leave school without permission, parents call their children out of school without thinking of asking the master, boys copy from one another—all this calls forth no remonstrance. It is satisfactory to note, however, that these lapses are being gradually dealt with.

Excuse may be made for Vernacular masters who find it difficult to break with old customs; but in the case of Anglo-Vernacular schools no such excuse can be offered for persistently offending against the rule laid down in the Education Code regarding the wearing of shoes in school. It is not evidently sufficient to point out violation of this rule once. In the case of several schools it has been referred to in two consecutive reports on annual examinations.

Discipline in general is, however, improving. Attention to little details of dismissing and assembling pupils, of punctuality in attendance, of saluting masters either in or out of school, &c., is doing much to secure good results. I was glad to hear in Henzada that pupils in all the schools are taught to salute masters of other schools in the town as well as their own.

While in Anglo-Vernacular schools, the merit-grant depends to a considerable extent on discipline, in Vernacular schools there is no check on bad discipline, except a deduction of grants, which is only resorted to as an extreme measure.

Fees and records.—The fee system in Burma is gradually extending. In large villages less difficulty is found in collecting a fair amount, especially if the managers be certificated. The monastic school with its free schooling renders it difficult to collect fees in small villages, and only in comparatively large places like Prome, Henzada, Bassein, and Moulmein can the 8-anna fee be levied. In small villages and in Upper Burma generally 2 annas and 4 annas is the most that can generally be collected. Curiously enough, villagers do not object to the 1-pice-a-day system, which really amounts to about 8 annas a month. The objection to this system is that it encourages irregularity of attendance.

Records are now much better kept than they were formerly. A pamphlet has been issued embodying clear instructions for marking registers. Neglect to mark registers is, however, not uncommon, more from laziness than anything else.

Pôngyis are not as a rule required to keep registers, but are gradually taking to keeping them.

(5) *Subjects of instruction.*—The teaching of English is the question which requires most careful consideration in Anglo-Vernacular schools. How often do we hear the complaint that boys who pass Standard VII cannot write simple English correctly! Too much ought not to be expected from boys at that stage, it is a low standard after all; but probably better results in this respect might be secured than are secured at present. The weak point is in the want of real instruction in English composition. The standard of a pass has been raised to 40 per cent. in the Upper Primary and to 45 per cent. in the Middle school; but as the examination is in formal grammar and composition *without translation*, it is possible by "cram" to make the minimum required for a pass. Although English is studied in Standards I, II, III, and IV, English composition begins as a separate study in Standard V. That this weakness is not felt in Burma alone is

plain from the following extract from the Report on Public Instruction in the North-West Provinces for 1895-96, pages 30 and 31 :—

"With a view to remedying the defects noted at page 7 of the Resolution on the last Annual Report, more precise instructions with regard to translation exercises and the repetition of passages committed to memory have been issued, and colloquial manuals have been introduced with the same object in view. The standard in formal English grammar prescribed for the middle Anglo-Vernacular Examination has been lowered so as to leave boys more time for translation and composition. The marks allotted for the translation paper from Vernacular to English have raised and a *minimum which must be obtained in order to pass the examination has been prescribed. It does not seem unreasonable to require that a candidate for the middle Anglo-Vernacular Examination shall write English as correctly as an average fifth form in an English public school is expected to write Latin and Greek.*"

The italics are mine. This passage bears directly upon our work here. If boys here are to learn English as we learn Latin and Greek, they must learn it in the same way. They must begin to learn rules and examples; they must know that this is right and that something else is wrong; they must be able to base their English on reasons. English composition should begin in a simple way with the earliest classes. It is not necessary to call it English composition, but it is at any rate construction of easy exercises such as the child with his knowledge may be fairly expected to do.

Another question which has a direct bearing on the state of English education is the stage at which instruction in English should be begun, and whether a knowledge of the Vernacular up to a certain standard should not be required from any boy desirous of entering an English school. These are questions for the next Teachers' Conference.

Burmese is probably the worst taught subject in an Anglo-Vernacular school, not only in the Primary but in the Middle department. This is due to the fact that too much reliance is placed on the pupils' knowledge of the language. Second languages generally ought to have more attention.

Handwriting in Burmese schools is fairly creditable—in some schools it is really good. Monastic schools often produce good specimens. English handwriting is scarcely favoured with any attention at all. The writing lesson is looked upon as a time when the teachers may correct exercises. It is also remarkable that many teachers think that good writing is only to be practised inside of the copy-book. This is probably why we have complaints regarding handwriting of candidates in various examinations for the public services. Strict orders have been issued regarding the inspection of all exercises at inspections during the year, and at annual examinations.

Drawing is gradually making its way. Trained teachers are needed (*see* page 58).

Arithmetic is on the whole creditably done, but far more attention must be given to mental arithmetic as an exhibition of principles. In very few schools does mental arithmetic reach even a pass standard, and in most it is very much below this. By mental arithmetic is not meant tricks of working applicable to certain kinds of sums, but straightforward questions that tax the thinking powers.

Geography—This has already been briefly alluded to.

Standard I.—With regard to Vernacular education there has always been a very considerable percentage of children attending school called the *Thinbôngyi class*, who have received no attention from the master, but have spent their time huddled together in a part of the school repeating day after day in a dull, dreary monotone the *Thinbôngyi*. A means for providing for proper instruction to this class has been introduced, and from next year a grant will be paid for modified Kindergarten instruction, *provided such instruction has been intelligently given.* Full Kindergarten work cannot yet be introduced, as the book in Burmese on this subject is not yet published.

Age.—It might be interesting to collect statistics showing the age at which pupils pass Standard V. It will be found probably that the average age is between 13 and 14. At present reliable statistics are not available, and Deputy Inspectors will require to use their own judgment in determining the question.

(6) *Forms of Aid—Results grants.*—This system remains, as it ought to be, the mainstay of indigenous schools. It is fully appreciated by managers and

stimulates them to good work. Grants are paid in Upper Burma for passes in Burmese only and this has had the effect of bringing many schools, chiefly monastic, on the list of public schools which would otherwise be classed as private. Such schools frequently obtain full passes in the following year.

The frequency with which *pro ratâ* reductions have been made is a matter for serious regret. Managers look forward to getting what they have earned, but disappointment has frequently been the result.

The following table shows the districts in which *pro ratâ* reductions have been made during the year just ended :—

Division.	District or town.	Percentage of reduction.
Mandalay ...	Mandalay town ...	33
	Mandalay district ...	33
	Bhamo district ...	32
	Katha district ...	33
	Ruby Mines district ...	27
	Shwebo district ...	33
	Myitkyina district ...	24
Sagaing ...	Sagaing district ...	33
	Upper Chindwin district ...	30
	Lower Chindwin district ...	33
	Mônywa town ...	33
Meiktila ...	Myingyan district ...	34
	Kyaukse district ...	33
	Meiktila district ...	33
	Yamèthin district ...	33
Minbu ...	Pakôkku district ...	33
	Minbu district ...	33
	Magwe district ...	33
	Thayetmyo district ...	28
Arakan ...	Akyab town ...	28
	Sandoway town ...	23
Pegu ...	Tharrawaddy district ...	15
	Thônzè town ...	50
Irrawaddy ...	Thôngwa district ...	20
	Danubyu town ...	50
	Bassein town ...	20
	Bassein district ...	14
	Henzada town ...	5
	Henzada district ...	46
	Lemyethna town ...	8
	Kyangin town ...	4
	Zalun town ...	32
Tenasserim ...	Moulmein town ...	26
	Amherst district ...	3
	Toungoo district ...	10
	Thatôn district ...	15
	Mergui town ...	38

Temporary salary grant.—This was freely given at the beginning of the quinquennial period ; it is now rarely given except at the rate of Rs. 10 per mensem, and then only for one year. Cases have occurred where a man who had drawn the grant for two years at Rs. 30 and Rs. 20 respectively gave up his school and went to another district, in the hope that he might be able to induce the Deputy Inspector there to recommend him for first and second year rates again. To some extent the increased fees render supplementary grants of this kind unnecessary. The money thus set free has been employed in extending the Pupil-teacher and Itinerant teacher systems.

Equipment grants.—These have already been alluded to. They are only given to certificated managers.

Building loans.—These have been referred to.

Itinerant teachers —This system has been at work in Upper Burma for two years and in Lower Burma for one. As a rule one teacher has been appointed to each township to spread vernacular education. Those who receive the chief benefit are *pôngyis*, many of whom are willing to teach Arithmetic and Geography, but do not understand English methods. As the number of schools needing attention increases, and as the funds become available, more teachers will be appointed.

The Itinerant teacher is only allowed to visit primary schools.

The following statement gives the number of Itinerant teachers in each division:—

Division.	Number of itinerant teachers.
Arakan	19
Irrawaddy	26
Pegu	19
Tenasserim	20
Mandalay	18
Sagaing	23
Meiktila	17
Minbu	17
Total ...	159

A.—NON-INDIGENOUS SCHOOLS.

Arakan Division.

45. Full passes were gained as below:—

Name of institution.	FULL PASSES.									
	1892-93.					1896-97.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	38	63	87	41	229	58	75	52	36	221
In registered grant-in-aid schools	15	15	14	7	51	7	9	7	3	26
Total ...	53	78	101	48	280	65	84	59	39	247

One school, the Government Practising School, Akyab, has been removed from the list of Government and Municipal schools. There is an increase of passes in Standards I and II, but passes in Standard III have fallen off 40 per cent. and in Standard IV 12 per cent.

Akyab Municipal School is mainly responsible for the falling off in Standard IV and Kyaukpyu for Standard III.

The removal from the list of St. John's Aided School and St. Mark's Aided School, Akyab, has decreased the number of passes 49 per cent. St. Anne's Convent shows no progress to speak of during the five years.

Pegu Division.

Full passes were gained as below:—

Class of institution.	FULL PASSES.									
	1892-93.					1896-97.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	99	171	146	161	577	141	140	145	128	554
* In registered and aided schools	543	442	359	332	1,676	586	525	573	374	2,058
Total ...	642	613	505	493	2,253	727	665	718	502	2,612

There is a decrease of one Government and Municipal School, due to the abolition of the Town School, Shwedaung, in 1894-95.

The passes gained by the remaining schools under this head show a net decrease of 23, which is accounted for almost entirely by the reduction of passes in the Rangoon College from 359 to 291. The reduction is largely found in

* Including the Anglo-Vernacular schools of Thayetmyo.

Standards II and IV. There have evidently been fewer presentations in these Standards. In Standard IV the decrease is probably due to some extent to the change in the conduct of the examination. Pegu Municipal School shows very substantial increases and Prome is also satisfactory. The Municipal School at Paungdè suffers from a small attendance, which will never probably increase.

During the same period the grant-in-aid schools increased from 29 to 34 and the passes from 1,676 to 2,058, there being an increase under every standard. The schools which show the greatest falling off are St. Andrew's School, Thayetmyo, which shows 33 passes against 102 five years ago; St. John's S. P. G., Rangoon, which has decreased from 169 to 126; and the American Baptist Mission Sgau-Karen School, Alôn, Rangoon, from 178 to 90.

St. Paul's, Rangoon, shows a steady increase in Standards III and IV and contributes 276 passes against 245 at the beginning of the quinquennial period; the Baptist College, Alôn, Maduray Pillay's School, Rangoon, the Baptist Boys', Dalhousie Street, Rangoon, the Town School, Letpadan, the Chin School, Thayetmyo, and the American Baptist Mission Karen School, Tharrawaddy, all new schools, contribute 159, 86, 132, 34, and 60 respectively. Among the smaller schools which show progress are the American Baptist Mission Karen School, Tharrawaddy, the Railway Tamil School, Insein, American Baptist Mission School, Zigôn, and the Roman Catholic Mission School, Thônzè.

The actual passes gained are not altogether a true index of the actual progress, as the standard was steadily raised during the period under report. *The efficiency of the schools is really very much higher this year than it was in 1892.*

Irrawaddy Division.

Full passes were gained as below:—

Name of institution.	Full passes.									
	1892-93.					1896-97.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	116	98	78	64	356	118	109	98	50	375
In registered grant-in-aid schools	155	171	113	103	542	116	167	137	102	522
Total ...	271	269	191	167	898	234	276	235	152	897

The abolition of the Pantanaw Municipal School in 1896 and the establishment of Municipal schools at Ngathainggyaung and Myaungmya has increased the number by 1. Passes by Standards I and II show a slight increase. In Standard III there is an increase of 26 per cent., while in Standard IV passes have decreased 22 per cent.

The Municipal schools at Henzada and Kyangin show progress. In the Bassein school passes have fallen off in Standards I and II, and have decreased 50 per cent. in Standard IV.

In the aided schools there is a decrease of 25 per cent. in Standard I passes, and of 2 per cent. in Standard II.

Passes have increased 21 per cent. in Standard III. In Standard IV the results are the same in 1896-97 as in 1892-93.

Two schools have been opened during the period under report—the American Paptist Mission Burmese School at Bassein, and the American Baptist Mission School at Danubyu.

The abolition of the Anglo-Vernacular School at Wakèma gives an increase of one school.

The American Baptist Mission Karen School at Henzada is the only aided school in existence at the beginning of the quinquennial period that shows progress in the number of passes. In the Primary department the number of passes has nearly doubled.

Tenasserim Division.

Full passes were gained as below:—

Name of institution.	Full passes.									
	1892-93.					1896-97.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
Government and Municipal schools	81	89	85	76	331	92	110	93	82	377
Registered grant-in-aid schools ...	247	223	158	174	802	269	258	264	144	935
Total ...	328	312	243	250	1,133	361	368	357	226	1,312

No change has taken place in the number of Government and Municipal Primary schools in the Tenasserim division. The number of full passes, however, shows an increase of 46 gained in all four standards, but chiefly in Standard II.

The Government school is the largest and best attended, and under its present Principal, Mr. Wilkins, has become very popular. The other Government Municipal schools are not likely to increase much; hence the small increase in passes. Shwegyin is now no longer the headquarters of a district, and the school there has suffered in consequence. Tavoy Municipal school is doing well, but might be larger. Mergui shows a slightly larger attendance. Thatôn school is the one which shows the poorest results, but it was caused by neglect on the part of the late Head Master; progress ought to be shown next year.

Under the head of Aided schools two schools have been added to the list—the Karen Anglo-Vernacular School, Shwegyin, and the American Baptist Mission Burmese School, Daingwunkwin. Most of the schools show improvement. St. Patrick's, Moulmein, has fallen off very considerably, but there is the likelihood of considerable improvement. The Cantonment School and the American Baptist Mission Boys' School, Moulmein, the Roman Catholic Mission Boys' School, and the American Baptist Mission Paku-Karen School, Toungoo, have fewer passes than they had five years ago. The following schools have shown great improvement in passes,—Mizpah Hall Tamil School, St. Joseph's Convent, English Girls' High School, and St. Mathew's School, Moulmein, the American Baptist Mission Karen School, Tavoy, the American Baptist Mission Karen School, Shwegyin, St. Luke's S. P. G. School, Toungoo, and St. Philip's School, Rangoon. In many cases a smaller attendance accounts for a smaller pass, and efficiency has not suffered. With very few exceptions the schools are efficient. The Anglo-Vernacular Town School, Daingwunkwin, Moulmein, deserves notice, because it is an English school for Burmese boys under Burmese management. It has done useful work as far as the Upper Primary stage; beyond this it is not likely to go, pupils then going elsewhere.

Mandalay Division.

The number of full passes gained was as follows:—

Class of institution.	Full passes.									
	1892-93.					1896-97.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	...	...	...	...	...	...	...	...	...	...
In registered and aided schools ...	69	61	44	36	210	103	90	82	30	305
Total ...	69	61	44	36	210	103	90	82	30	305

The increase in passes is fairly satisfactory. The S. P. G. Royal, Mandalay, shows decided progress.

St. Joseph's Convent, Mandalay, should have done better; the staff should be larger and more efficient. There is a considerable falling off in the number of passes gained this year.

The American Baptist Mission Boys' School and the E. W. M. Boys' School, Mandalay, did creditably.

St. Peter's Roman Catholic Mission and St. Xavier's Roman Catholic Mission Schools, Mandalay, showed very poor results. The former has now been taken over by the Brothers, and should do well in future.

The American Baptist Mission Shan and Burmese School, Bhamo, a new school, did fairly well. The Superintendent takes an active interest in school work.

The American Baptist Mission Burmese Girls' School and Maung Shwe Thin's Anglo-Vernacular School did very badly. In the former English was very weak; it has since been turned into a Vernacular school.

The Anglo-Vernacular schools as a whole need more careful supervision by the Superintendents, and steps should be taken to procure better teachers. The lower standards have in many cases been neglected for the higher.

Sagaing Division.

The number of full passes gained was as follows:—

Class of institution.	Full passes.									
	1892-93.					1896-97.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	...	...	...	...	...	...	...	...	...	...
In registered and aided schools ...	12	12	9	3	36	30	37	27	16	110
Total ...	12	12	9	3	36	30	37	27	16	110

The increase in passes is satisfactory.

The Town School, Sagaing, has done good work.

The E. W. M. School, Mônywa, did fairly well, but optionals are neglected.

All Saints' S. P. G., Shwebo, might have done better; the lower standards were weak.

Meiktila Division.

The number of passes gained was as follows:—

Class of institution.	Full passes.									
	1892-93.					1896-97.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV	
In Government and Municipal schools.	...	...	...	...	...	...	...	...	...	...
In registered and aided schools ...	17	16	16	11	60	24	35	25	18	102
Total ...	17	16	16	11	60	24	35	25	18	102

The increase in the passes obtained during the past five years is satisfactory.

Of the Anglo-Vernacular schools in this division, the American Baptist Mission School, Meiktila, shows little progress. The E. W. M. School, Kyauksè, did very badly. The American Baptist Mission Anglo-Vernacular School, Pyinmana, has been carried on as usual with an inadequate staff of teachers *and very poor supervision;* too much has been attempted, with the usual unsatisfactory result.

St. Joseph's Roman Catholic Mission School, Yamèthin, shows improvement and, under its present management, should gradually progress.

The Railway School as usual has done most useful work. It is to be regretted that the attendance is no larger.

Minbu Division.

The number of full passes gained was as follows :—

Class of institution.	Full passes.									
	1892-93.					1896-97.				
	Lower Primary.		Upper Primary.		Total.	Lower Primary.		Upper Primary.		Total.
	I.	II.	III.	IV.		I.	II.	III.	IV.	
In Government and Municipal schools.	...	...	...	...	...	8	8	5	4	25
In registered and aided schools ...	13	13	7	5	38	5	12	7	7	31
Total ...	13	13	7	5	38	13	20	12	11	56

The increase in the passes gained is scarcely satisfactory.

The E. W. M. School, Pakôkku, did fairly in the promotion examinations, though very little attention is given to optional subjects. It needs better teaching and closer supervision.

The Government School, Minbu, was opened in 1895 and has been examined only once. It is doing very well under its present Headmaster Mr. Derry.

Statistical Summary of Indigenous Burmese Schools for the official year ending the 31st March 1897.

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. — Number of institutions: At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance: Boys.	Girls.	Total.	AIDED INSTITUTIONS. — Number of schools.	Attendance: Boys.	Girls.	Number of pupils who have passed: Middle school examination (Standards V, VI, & VII.) Boys.	Girls.	Upper Primary examination (Standards III & IV). Boys.	Girls.	Lower Primary examination (Standards I & II). Boys.	Girls.	Direct expenditure from public funds: Provincial funds.	Local cess funds.	Municipal funds.	Total.	Detail of amount in column 23: Results grants.	Salary grants.	Miscellaneous.	UNAIDED INSTITUTIONS. — Number of schools.	Attendance: Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Arakan.	Akyab	Monastic	75	39	20	94	2,464	17	2,481	62	1,725	17	...	...	18	...	279	7	...	1,258	* 1,607	7,899	735	5,668	...	32	739	...	67·96
		Lay	23	9	4	28	1,068	345	1,413	27	1,045	345	17	...	98	2	353	83	...	5,034			1,496		...	1	23	...	90·43
		Total	98	48	24	122	3,532	362	3,894	89	2,770	362	17	...	116	2	632	90	...	6,292	1,607	7,899	2,231	5,668	...	33	762	..	72·95
	Northern Arakan.	Monastic	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...
		Lay	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...
		Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Kyaukpyu	Monastic	21	21	7	35	665	...	665	10	212	...	3	...	11	...	63	...	...	250	...	250	190	60	...	25	453	...	26·57
		Lay	6	3	2	7	107	38	145	3	74	11	...	...	17	1	28	6	...	1,000	...	1,000	...	1,000	...	4	33	27	42·86
		Total	27	24	9	42	772	38	810	13	286	11	3	...	28	1	91	6	...	1,250	...	1,250	190	1,060	...	29	486	* 27	30·95
	Sandoway	Monastic	10	5	3	12	246	...	246	9	216	...	...	...	9	...	90	...	...	302	...	302	205	97	...	3	30	...	75·00
		Lay	21	1	2	20	357	98	455	20	357	98	10	1	52	10	147	48	1,011	1,584	120	2,715	1,772	943	...	...	...	...	100·00
		Total	31	6	5	32	603	98	701	29	573	98	10	1	61	10	237	48	1,011	1,886	120	3,017	1,977	1,040	...	3	30	...	90 62
Pegu.	Rangoon Town.	Monastic	15	2	3	14	303	...	303	14	303	...	...	...	...	...	130	...	...	...	*10,257	10,257	649	* 3,164	...	...	...	...	100·00
		Lay	64	6	13	57	1,649	1,115	2,764	56	1,637	1,115	7	42	88	64	789	516	...	...			6,444		...	1	12	...	98·25
		Total	79	8	16	71	1,952	1,115	3,067	70	1,940	1,115	7	42	88	64	919	516	...	...	10,257	10,257	7,093	3,164	...	1	12	...	98·59
	Hanthawaddy	Monastic	219	32	11	240	5,226	13	5,239	89	2,577	13	...	...	61	...	796	9	...	*11,621	...	11,621	2,734	* 2,894	...	151	2,649	...	37·08
		Lay	104	36	27	113	2,101	1,479	3,580	85	1,777	1,248	10	...	94	14	587	458	...		...		5,693		300	28	324	231	75·22
		Total	323	68	38	353	7,327	1,492	8,819	174	4,354	1,261	10	...	155	14	1,383	467	...	11,621	...	11,621	8,427	2,894	300	179	2,973	231	49·29
	Pegu	Monastic	64	8	25	47	1,513	...	1,513	45	1,498	...	...	...	36	...	494	...	...	*8,440	77	9,377	2,021	* 2,397	...	2	15	...	95·74
		Lay	65	33	18	80	1,818	1,128	2,946	79	1,861	1,107	6	...	110	27	645	330	...		860		4,959		...	1	17	21	98·75
		Total	129	41	43	127	3,331	1,128	4,459	124	3,299	1,107	6	...	146	27	1,139	330	...	8,440	937	9,377	6,980	2,397	...	3	32	21	97·64
	Tharrawaddy	Monastic	61	18	26	53	1,701	...	1,701	37	1,341	...	4	...	24	...	315	...	...	1,911	130	2,041	2,041	...	...	16	360	...	69·81
		Lay	51	15	13	53	1,618	643	2,261	46	1,489	567	23	6	120	12	536	163	...	4,738	1,328	6,066	4,552	1,514	...	7	129	76	86·79
		Total	112	33	39	106	3,319	643	3,962	83	2,830	567	27	6	144	12	851	163	...	6,649	1,458	8,107	6,593	1,514	...	23	489	76	78·30
	Prome	Monastic	48	10	5	53	1,574	...	1,574	48	1,481	...	...	...	28	...	510	...	...	784	1,978	2,762	1,919	843	...	5	93	...	90·57
		Lay	25	5	2	28	1,083	385	1,468	28	1,083	385	46	1	153	22	461	200	150	1,417	8,351	9,918	5,413	3,705	800	...	.	...	100·00
		Total	73	15	7	81	2,657	385	3,042	76	2,564	385	46	1	181	22	971	200	150	2,201	10,329	12,680	7,332	4,548	800	5	93	...	93·83
Waddy.	Bassein	Monastic	20	17	7	30	1,024	..	1,024	30	1,024	...	14	...	60	...	335	...	...	* 4,839	3,363	8,202	1,363	* 4,201	...	...	...	...	100·00
		Lay	28	6	5	29	995	393	1,388	29	995	393	19	1	69	7	324	204	...				2,638		...	...	...	...	100·00
		Total	48	23	12	59	2,019	393	2,412	59	2,019	393	33	1	129	7	659	204	...	4,839	3,363	8,202	4,001	4,201	...	...	...	...	100·00
	Thôngwa	Monastic	147	36	19	164	4,389	50	4,439	60	2,253	50	...	...	90	1	903	10	...	* 9,415	2,636	12,051	2,103	* 3,352	...	104	2,136	...	36·59
		Lay	58	29	8	79	2,237	1,227	3,464	66	2,016	1,078	24	...	178	28	758	394	...				6,596		...	13	221	149	83·54
		Total	205	65	27	243	6,626	1,277	7,903	126	4,269	1,128	24	...	268	29	1,661	404	...	9,415	2,636	12,051	8,699	3,352	...	117	2,357	149	51·85

Irra	Myaungmya	Monastic	...	96	31	5	122	2,551	...	2,551	26	1,116	...	14	...	53	...	296	...	...	*4,107	1,670	5,777	1,542	*1,827	...	96	1,435	...	21·31
		Lay	...	39	17	10	46	796	591	1,387	24	600	394	2	....	38	7	177	86	...				2,408		...	22	196	197	52·17
		Total	...	135	48	15	168	3,347	591	3,938	50	1,716	394	16	...	90	7	473	86	...	4,107	1,670	5,777	3,950	1,827	...	118	1,631	197	29·76
	Henzada	Monastic	...	71	14	1	84	2,754	...	2,754	40	1,824	...	...	...	66	...	594	...	...	*5,051	3,952	9,003	2,175	*3,816	...	44	930	...	47·62
		Lay	...	44	12	9	47	1,252	747	1,999	30	1,041	549	...	...	73	23	361	190	...				3,005		7	17	211	198	63·83
		Total	...	115	26	10	131	4,006	747	4,753	70	2,865	549	...	...	139	23	955	190	...	5,051	3,952	9,003	5,180	3,816	7	61	1,141	198	53·44
Tenasserim.	Moulmein	Monastic	...	19	5	2	22	627	...	627	21	613	...	12	...	59	...	241	...	*6,483	...	...	6,483	1,140	*2,070	...	1	14	...	95·45
		Lay	...	29	2	4	27	1,004	677	1,681	27	1,004	677	4	13	62	28	371	221					3,273		...	...	...	...	100·00
		Total	...	48	7	6	49	1,631	677	2,308	48	1,617	677	16	13	121	28	612	221	6,483	...	...	6,483	4,413	2,070	...	1	14	...	97·96
	Amherst	Monastic	...	32	9	1	40	1,600	...	1,600	39	1,585	...	...	...	116	...	531	...	*5,117	...	5,117	2,620	*1,417	...	1	15	...	97·50
		Lay	...	12	13	2	27	630	332	962	23	630	332	3	...	28	5	206	88					1,080		...	...	...	...	100·00
		Total	...	44	22	3	63	2,230	332	2,562	62	2,215	332	3	...	144	5	737	88	...	5,117	...	5,117	3,700	1,417	...	1	15	...	98·41
	Thatôn	Monastic	...	40	8	11	37	1,341	...	1,341	21	751	...	1	...	62	...	307	...	*1,026	3,027	5,665	1,725	*1,980	...	16	590	...	56·76
		Lay	...	31	17	15	33	920	555	1,475	17	571	329	6	...	20	6	234	72	...	1,612		1,960		...	16	349	226	51·52
		Total	...	71	25	26	70	2,261	555	2,816	38	1,322	329	7	...	82	6	541	72	...	4,639	1,026	5,665	3,685	1,980	...	32	939	226	54·29
	Tavoy	Monastic	..	4	...	...	4	270	...	270	4	270	...	...	...	6	...	72	...	...	341	*2,288	6,144	341	*2,498	...	...	...	...	100·00
		Lay	...	25	6	3	28	762	367	1,129	28	762	367	19	1	77	19	213	100	120	3,395			3,395		...	...	...	...	100·00
		Total	...	29	6	3	32	1,032	367	1,399	32	1,032	367	19	1	83	19	285	100	120	3,736	2,288	6,144	3,646	2,498	...	..	...	...	100·00
	Mergui	Monastic	...	11	2	1	12	421	...	421	12	421	...	...	...	17	...	110	...	...	*1,144	79	2,392	538	*553	...	...	...	...	100·00
		Lay	...	10	2	1	11	375	248	623	11	375	248	1	1	44	15	143	107	...		1,109		1,266		35	...	...	..	100·00
		Total	...	21	4	2	23	796	248	1,044	23	796	248	1	1	61	15	253	107	...	1,144	1,248	2,392	1,804	553	35	...	...	...	100·00
	Toungoo	Monastic	...	51	6	2	55	1,526	9	1,535	32	1,012	9	3	...	21	...	316	4	...	*2,871	3,218	6,089	1,597	*1,664	...	23	514	...	58·18
		Lay	...	25	5	5	25	737	389	1,126	19	625	336	7	...	47	20	196	113	...				2,728		100	6	112	59	70·00
		Total	...	76	11	7	80	2,263	398	2,661	51	1,637	339	10	...	68	20	512	117	...	2,871	3,218	6,089	4,325	1,664	100	29	626	59	63·75
	Salween	Monastic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Lay	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Minbu.	Thayetmyo	Monastic	...	90	18	29	79	1,622	...	1,622	43	992	...	15	...	41	...	185	...	...	*3,140	1,883	5,023	832	2,806	...	36	630	...	54·43
		Lay	...	27	3	7	23	524	296	820	20	504	272	6	2	26	18	160	57	...				1,385		...	3	20	24	86·96
		Total	...	117	21	36	102	2,146	296	2,442	63	1,496	272	21	2	67	18	345	57	...	3,140	1,883	5,023	2,217	2,806	...	39	650	24	61·76
	For 1896-97	Monastic	...	1,094	281	178	1,197	31,817	89	31,906	642	21,214	89	66	...	777	1	6,567	30	*7,764	82,398	45,992	1,36,154	26,470	48,469	...	555	10,603	...	53·63
		Lay	...	687	220	150	757	20,033	11,053	31,086	638	18,386	9,845	210	68	1,394	328	6,689	3,436					59,973		1,242	119	1,647	1,208	84·28
		Total	...	1,781	501	328	1,954	51,850	11,142	62,992	1,280	39,600	9,934	276	68	2,171	329	13,256	3,466	7,764	82,398	45,992	1,36,154	86,443	48,469	1,242	674	12,250	1,208	65·51
	For 1895-96	.....		1,746	522	487	1,781	49,429	10,431	59,860	1,052	34,394	9,074	252	54	1,888	291	10,750	2,825	6,550	73,909	58,229	1,31,688	84,662	45,987	1,039	729	15,035	1,357	59·07
	For 1896-97	Increase	...	35	...	...	173	2,421	711	3,132	228	5,206	860	24	14	283	38	2,506	641	1,214	8,489	...	4,468	1,781	2,482	203	...	...	...	6·44
		Decrease	...	...	21	159	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,237	...	...	...	...	55	2,785	149	...

* Includes Itinerant Teachers' salary grants.

Statistical Summary of Indigenous Karen Schools

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. — Number of institutions: At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from inspection list.	At the close of the year.	Attendance: Boys.	Girls.	Total.	Number of schools.	Attendance: Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Pegu.	Hanthawaddy	Monastic	10	...	...	10	215	...	215	...	...	...
		Lay	46	...	...	46	1,152	543	1,695	32	883	428
		Total	56	...	...	56	1,367	543	1,910	32	883	428
	Pegu	Monastic	4	...	...	4	141	...	141	1	41	...
		Lay	43	9	5	47	875	572	1,447	35	679	483
		Total	47	9	5	51	1,016	572	1,588	36	720	483
	Tharrawaddy	Monastic	1	...	...	1	31	...	31	...	...	...
		Lay	25	3	...	28	718	394	1,112	21	595	339
		Total	26	3	...	29	749	394	1,143	21	595	339
Irrawaddy.	Bassein	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	85	8	5	88	1,366	1,014	2,380	88	1,366	1,014
		Total	85	8	5	88	1,366	1,014	2,380	88	1,366	1,014
	Thôngwa	Monastic	1	...	1	...	...	...	...	...	...	...
		Lay	69	15	2	82	1,411	1,010	2,421	79	1,388	995
		Total	70	15	3	82	1,411	1,010	2,421	79	1,388	995
	Henzada	Monastic	1	...	...	1	20	...	20	1	20	...
		Lay	51	7	...	58	1,145	623	1,768	58	1,145	623
		Total	52	7	...	59	1,165	623	1,788	59	1,165	623
	Myaungmya	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	47	3	2	48	800	591	1,391	48	800	591
		Total	47	3	2	48	800	591	1,391	48	800	591
Tenasserim.	Amherst	Monastic	8	...	4	4	138	...	138	4	138	...
		Lay	19	2	9	12	223	96	319	12	223	96
		Total	27	2	13	16	361	96	457	16	361	96
	Thatôn	Monastic	10	1	9	2	81	...	81	2	81	...
		Lay	15	1	2	14	350	161	511	14	350	161
		Total	25	2	11	16	431	161	592	16	431	161
	Tavoy	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	...	...	...	...	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...	...	...	...
	Mergui	Monastic	1	...	...	1	12	...	12	1	12	...
		Lay	...	...	...	...	...	...	...	...	...	...
		Total	1	...	...	1	12	...	12	1	12	...
	Toungoo	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	66	5	4	67	1,404	666	2,070	51	1,246	555
		Total	66	5	4	67	1,404	666	2,070	51	1,246	555
	Salween	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	3	1	1	3	48	30	78	3	48	30
		Total	3	1	1	3	48	30	78	3	48	30
	For 1896-97	Monastic	36	1	14	23	638	...	638	9	292	...
		Lay	469	54	30	493	9,492	5,700	15,192	441	8,723	5,315
		Total	505	55	44	516	10,130	5,700	15,830	450	9,015	5,315
	For 1895-96	.....	478	113	86	505	9,630	5,323	14,953	446	8,526	5,024
	For 1896-97	Increase	27	...	...	11	500	377	877	4	489	291
		Decrease	...	58	42	...	...	...	...	...	...	...

for the official year ending the 31st March 1897.

AIDED INSTITUTIONS.													UNAIDED INSTITUTIONS.			
NUMBERS OF PUPILS WHO HAVE PASSED						DIRECT EXPENDITURE FROM PUBLIC FUNDS.										
Middle School examination (Standards V, VI, & VII).		*Upper Primary examination (Standards III & IV).*		*Lower Primary examination (Standards I & II).*						*Detail of amount in column 23.*				ATTENDANCE.		
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial funds.	Local cess funds.	Municipal funds.	Total.	Results grants.	Salary grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
...	...	...	...	...	...	...	...	...	...	...	...	...	10	215	...	...
11	1	72	33	246	131	...	7,057	...	7,057	3,097	3,960	...	14	269	115	69·57
11	1	72	33	246	131	...	7,057	...	7,057	3,097	3,960	...	24	484	115	37·14
...	...	1	...	5	...	...	68	...	68	68	...	...	3	100	...	25·00
11	1	68	25	161	112	...	3,540	...	3,540	2,460	1,080	...	12	196	89	74·44
11	1	69	25	166	112	..	3,608	...	3,608	2,528	1,080	...	15	296	89	70·59
...	...	...	...	...	..	...	...	...	...	...	...	...	1	31		...
4	2	50	21	178	87	...	3,649	...	3,649	1,849	1,800	...	7	123	55	75·00
4	2	50	21	178	87	...	3,649	...	3,649	1,849	1,800	...	8	154	55	72·41
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	2	118	63	348	263	...	4,461	168	4,629	4,459	170	...	...	...	...	100·00
1	2	118	63	348	263	..	4,461	168	4,629	4,459	170	...	...	...	...	100·00
...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...
10	1	98	71	546	439	...	8,054	...	8,054	4,242	3,812	...	3	23	15	69·34
10	1	98	71	546	439	...	8,054	...	8,054	4,242	3,812	...	3	23	15	96·34
...	...	...	...	12	...	...	...	..	...	...	...	...	...	...	...	100·00
2	1	94	54	429	230	...	4,454	...	4,454	2,570	1,884	...	...	...	...	100·00
2	1	94	54	441	230	...	4,454	...	4,454	2,570	1,884	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	3	52	27	176	101	...	3,495	...	3,495	2,485	1,010	...	...	...	...	100·00
1	3	52	27	176	101	...	3,495	...	3,495	2,485	1,010	...	...	...	...	100·00
...	...	7	...	26	...	...	168	23	191	191	...	...	...	...	...	100·00
3	3	7	4	77	35	..	1,726	...	1,726	1,006	720	...	...	...	...	100·00
3	3	14	4	103	35	...	1,894	23	1,917	1,197	720	...	...	...	..	100·00
...	...	...	...	25	...	...	4	43	47	47	...	...	...	...	..	100·00
11	4	54	16	125	81	...	3,033	116	3,149	2,015	1,134	...	...	...	...	100·00
11	4	54	16	150	81	...	3,037	159	3,196	2,062	1,134	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	4	...	...	...	...	...	...	...	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
41	19	97	55	274	127	...	3,455	1,903	5,358	3,812	1,546	...	16	158	111	76·12
41	19	97	55	274	127	...	3,455	1,903	5,358	3,812	1,546	...	16	158	111	76·12
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	9	8	...	59	...	59	59	...	...	...	...	...	100·00
...	...	...	...	9	8	...	59	...	59	59	...	...	...	...	...	100·00
...	...	8	...	72	...	...	240	66	306	306	...	...	14	346	...	39·13
95	37	710	369	2,569	1,614	...	42,983	2,187	45,170	28,054	17,116	...	52	769	385	89·45
95	37	718	369	2,641	1,614	.	43,223	2,253	45,476	28,360	17,116		66	1,115	385	87·21
99	33	708	295	2,221	1 208	...	37,775	6,580	44,355	26,108	18,247		59	1,104	299	88·32
...	4	10	74	420	406	...	5,448	...	1,121	2,252	...	...	7	11	86	...
4	...	..	...	...	...	..	...	4,327	...	...	1,131	...	...	...	...	1·11

Statistical Summary of Mahomedan Schools

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION.								
			Number of institutions				Attendance.			Number of schools.	Attendance.
			At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Boys.	Girls.	Total.		Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Arakan.	Akyab	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	12	8	3	17	483	36	519	12	400	19
		Total	12	8	3	17	483	36	519	12	400	19
	Kyaukpyu	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	1	...	1	...	...	...	...	...	...	...
		Total	1	...	1	...	...	..	...	...	...	...
Pegu.	Rangoon	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	2	...	1	1	77	13	90	1	77	13
		Total	2	...	1	1	77	13	90	1	77	13
Tenasserim.	Moulmein	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	2	1	...	3	198	85	283	1	27	2
		Total	2	1	...	3	198	85	283	1	27	2
	For 1896-97	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	17	9	5	21	758	134	892	14	504	34
		Total	17	9	5	21	758	134	892	14	504	34
	For 1895-96 ...	.....	12	8	3	17	675	159	834	9	431	94
	For 1896-97	Increase	5	1	2	4	83	...	58	5	73	...
		Decrease	...	...	...	...	...	25	...	...	...	60

Statistical Summary of Tamil Schools

Pegu.	Rangoon	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	23	...	1	22	505	165	670	21	490	165
		Total	23	..	1	22	505	165	670	21	490	165
	Pegu	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	7	1	5	3	44	10	54	1	20	4
		Total	7	1	5	3	44	10	54	1	20	4
	Hanthawaddy	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	10	4	2	12	177	29	206	7	130	21
		Total	10	4	2	12	177	29	206	7	130	21
Tenasserim.	Moulmein	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	12	3	3	12	208	35	243	10	181	31
		Total	12	3	3	12	208	35	243	10	181	31
	For 1896-97	Monastic	...	...	...	...	...	...	...	...	...	...
		Lay	52	8	11	49	934	239	1,173	39	821	221
		Total	52	8	11	49	934	239	1,173	39	821	221
	For 1895-96 ...	.....	47	18	13	52	949	260	1,209	43	837	244
	For 1896-97	Increase	5	...	...	...	...	...	...	...	...	
		Decrease	...	10	2	3	15	21	36	4	16	23

for the official year ending the 31st March 1897.

AIDED INSTITUTIONS.													UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED.						DIRECT EXPENDITURE FROM PUBLIC FUNDS.								ATTENDANCE.		
Middle School examination (Standards V, VI, & VII).		*Upper Primary examination (Standards III & IV).*		*Lower Primary examination (Standards I & II).*						*Detail of amount in column 33.*						
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial funds.	Local cess funds.	Municipal funds.	Total.	Results grants.	Salary grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...
...	...	14	...	64	...	...	866	304	1,170	191	979	...	5	83	17	70·59
...	...	14	...	64	...	...	866	304	1,170	191	979	...	5	83	17	70·59
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	12	...	...	...	...	...	...	...	...	...	...	...	100·00
...	...	...	...	12	...	...	...	...	...	...	...	...	...	...	...	100·00
...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	6	...	83	...	...	83	83	...	...	2	171	83	33·33
...	...	...	...	6	...	83	...	..	83	83	...	...	2	171	83	33·33
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	14	...	82	...	83	866	304	1,253	274	979	...	7	254	100	66·67
...	...	14	...	82	...	83	866	304	1,253	274	979	...	7	254	100	66·67
...	..	19	...	68	5	...	995	1,104	2,099	769	1,330	...	8	244	65	52·94
...	...	...	...	14	...	83	...	...	...	...	...	...	...	10	35	13·73
...	...	5	...	...	5	...	129	800	846	495	351	...	1	...	...	...

for the official year ending the 31st March 1897.

...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	57	13	184	75	...	...	500	500	500	...	...	1	15	...	95·45
...	...	57	13	184	75	...	...	500	500	500	...	...	1	15	...	95·45
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	6	1	...	249	102	351	191	160	...	2	24	6	33·33
...	...	...	...	6	1	...	249	102	351	191	160	...	2	24	6	33·33
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	18	2	35	9	...	464	...	464	464	...	...	5	47	8	58·33
...	...	18	2	35	9	...	464	...	464	464	...	...	5	47	8	58·33
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	18	...	55	10	495	...	...	495	495	...	...	2	27	4	83·33
...	...	18	...	55	10	495	...	...	495	495	...	...	2	27	4	83·33
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	93	15	280	95	495	713	602	1,810	1,650	160	...	10	113	18	79·59
...	...	93	15	280	95	495	713	602	1,810	1,650	160	...	10	113	18	79·59
...	...	51	8	388	86	374	486	2,175	3,035	2,595	440	...	9	112	16	82·69
...	...	42	7	...	9	121	227	...	...	...	...	...	1	1	2	...
...	...	...	...	108	...	...	...	1,573	1,225	945	280	...	...	...	...	3·10

Statistical Summary of Indigenous Burmese Schools

Division.	District.	Class of institution.	SCHOOLS UNDER INSPECTION. Number of institutions: At the beginning of the year.	Brought on the inspection list during the year.	Withdrawn from the inspection list.	At the close of the year.	Attendance: Boys.	Girls.	Total.	Number of schools.	Attendance: Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Mandalay	Mandalay Town	Monastic ...	180	16	20	176	2,903	37	2,940	12	267	37
		Lay ...	114	20	23	111	2,137	1,871	4,008	68	1,635	1,434
		Total ...	294	36	43	287	5,040	1,908	6,948	80	1,902	1,471
	Mandalay district	Monastic ...	31	12	11	32	654	...	654	11	219	...
		Lay ...	20	7	2	25	331	480	811	23	310	458
		Total ...	51	19	13	57	985	480	1,465	34	529	458
	Bhamo	Monastic ...	14	2	2	14	277	...	277	9	179	...
		Lay ...	5	...	...	5	65	50	115	4	57	43
		Total ...	19	2	2	19	342	50	392	13	236	43
	Katha	Monastic ..	19	8	5	22	445	...	445	11	212	...
		Lay ...	5	2	...	7	94	105	199	6	89	99
		Total ...	24	10	5	29	539	105	644	17	301	99
	Myitkyina	Monastic ...	5	1	...	6	85	...	85	1	16	...
		Lay ...	...	1	...	1	1	10	11	1	1	10
		Total ...	5	2	...	7	86	10	96	2	17	10
	Ruby Mines	Monastic ...	5	2	1	6	73	...	73	...	...	...
		Lay ...	3	6	...	9	115	101	216	4	78	48
		Total ...	8	8	1	15	188	101	289	4	78	48
Sagaing	Shwebo	Monastic ...	44	16	10	50	649	...	649	12	223	...
		Lay ...	24	6	2	28	342	297	639	18	270	221
		Total ...	68	22	12	78	991	297	1,288	30	493	221
	Sagaing *	Monastic ...	136	20	13	143	2,283	...	2,283	39	888	...
		Lay ...	44	18	4	58	548	913	1,461	48	486	838
		Total ...	180	38	17	201	2,831	913	3,744	87	1,374	838
	Lower Chindwin	Monastic ...	133	11	1	143	2,324	...	2,324	32	602	...
		Lay ...	44	5	9	40	392	563	955	37	391	538
		Total ...	177	16	10	183	2,716	563	3,279	69	993	538
	Upper Chindwin	Monastic ...	103	...	13	90	1,463	...	1,463	4	57	...
		Lay ...	5	2	...	7	134	71	205	6	101	50
		Total ...	108	2	13	97	1,597	71	1,668	10	158	50
Meiktila	Kyauksè	Monastic ...	20	3	8	15	275	...	275	10	194	...
		Lay ...	14	3	2	15	271	151	422	13	255	128
		Total ...	34	6	10	30	546	151	697	23	449	128
	Meiktila	Monastic ...	86	...	33	53	1,007	...	1,007	44	878	...
		Lay ...	19	8	3	24	233	340	573	23	228	331
		Total ...	105	8	36	77	1,240	340	1,580	67	1,106	331
	Myingyan	Monastic ...	337	38	68	307	5,950	...	5,950	63	1,726	...
		Lay ...	36	17	9	44	512	697	1,209	35	447	614
		Total ...	373	55	77	351	6,462	697	7,159	98	2,173	614
	Yamèthin	Monastic ...	446	22	25	443	10,810	...	10,810	63	2,111	...
		Lay ...	33	1	8	26	499	388	887	16	375	289
		Total ...	479	23	33	469	11,309	388	11,697	79	2,486	289
Minbu	Minbu	Monastic ...	121	83	22	182	3,468	...	3,468	181	3,455	...
		Lay ...	19	4	5	18	185	369	554	18	185	369
		Total ...	140	87	27	200	3,653	369	4,022	199	3,640	369
	Magwe	Monastic ...	91	113	14	190	4,075	...	4,075	174	3,770	...
		Lay ...	14	4	4	14	230	181	411	14	230	181
		Total ...	105	117	18	204	4,305	181	4,486	188	4,000	181
	Pakôkku	Monastic ...	204	18	10	212	4,577	97	4,674	65	1,740	97
		Lay ...	20	7	1	26	363	465	828	17	266	314
		Total ...	224	25	11	238	4,940	562	5,502	82	2,006	411
	For 1896-97	Monastic ..	1,975	365	256	2,084	41,318	134	41,452	731	16,537	134
		Lay ...	419	111	72	458	6,452	7,052	13,504	351	5,404	5,965
		Total ...	2,394	476	328	2,542	47,770	7,186	54,956	1,082	21,941	6,099
	For 1895-96 ...	.....	2,123	589	318	2,394	46,995	6,882	53,877	892	19,301	5,836
	For 1896-97	Increase ..	271	...	10	148	775	204	1,079	190	2,640	263
		Decrease ...	...	113	...	...	...	...	...	...	...	...

N.B.—Mandalay town includes four Mahomedan aided schools with 163 pupils; Shwebo includes one Mahomedan aided school with 26

* Includes Itinerant

for the official year ending the 31st March 1897.

AIDED INSTITUTIONS.													UNAIDED INSTITUTIONS.			
NUMBER OF PUPILS WHO HAVE PASSED						DIRECT EXPENDITURE FROM PUBLIC FUNDS.										
Middle School examination (Standards V, VI, & VII).		*Upper Primary examination (Standards III & IV).*		*Lower Primary examination (Standards I & II).*						*Detail of amount in column 23.*				*Attendance.*		
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Provincial funds.	Local funds.	Municipal funds.	Total.	Results grants.	Salary grants.	Miscellaneous.	Number of schools.	Boys.	Girls.	Percentage of aided schools to total aided and unaided schools.
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
...	...	12	...	59	5	478	...	...	478	448	30	...	164	2,636	...	6·82
5	2	109	60	446	384	8,912	...	...	8,912	6,728	2,184	...	43	502	437	61·26
5	2	121	60	505	389	9,390	...	...	9,390	7,176	2,214	...	207	3,138	437	27·87
...	...	17	...	56	...	*2,193	...	...	2,193	282	* 690	...	21	435	...	34·38
...	...	22	16	118	156					1,221		...	2	21	22	92·00
..	...	39	16	174	156	2,193	...	...	2,193	1,503	690	...	23	456	22	59·65
1	...	13	...	34	...	* 1,354	...	...	1,354	518	* 709	...	5	98	..	64·29
2	3	1	2	13	12					127		...	1	8	7	80·00
3	3	14	2	47	12	1,354	...	...	1,354	645	709	...	6	106	7	68·42
...	...	...	...	10	...	* 2,107	...	...	2,107	192	*1,366	...	11	233	...	50·00
2	...	6	1	38	45					549		...	1	5	6	85·71
2	...	6	1	48	45	2,107	...	...	2,107	741	1,366	...	12	238	6	58·62
...	...	...	...	5	...	* 577	...	...	577	25	* 500	...	5	69	...	16·67
...	...	...	...	1	7					52		...	...	...	...	100·00
...	...	...	...	6	7	577	...	...	577	77	500	...	5	69	...	28·57
...	...	...	...	...	...	...	...	...	...	...	...	...	6	73	...	...
...	...	...	...	14	6	107	...	...	107	107	...	...	5	37	53	44·44
...	...	...	...	14	6	107	...	...	107	107	...	...	11	110	53	26·67
6	...	18	...	57	...	521	...	...	521	489	32	...	38	426	...	24·00
...	...	11	4	76	46	1,088	...	...	1,088	1,000	88	...	10	72	76	64·29
6	...	29	4	133	46	1,609	...	...	1,609	1,489	120	...	48	498	76	38·46
10	...	74	...	247	...	2,095	...	...	2,095	1,971	124	...	104	1,395	...	27·27
2	1	33	23	150	253	3,454	...	...	3,454	3,392	62	...	10	62	75	82·76
12	1	107	23	397	253	5,549	...	...	5,549	5,363	186	..	114	1,457	75	43·28
1	...	15	...	101	...	916	...	...	916	668	248	...	111	1,722	...	22·38
2	...	30	18	150	165	1,719	...	...	1,719	1,623	96	...	3	1	25	92·50
3	...	45	18	251	165	2,635	...	...	2,635	2,291	344	...	114	1,723	25	37·70
...	...	5	...	8	...	44	...	...	44	44	...	...	86	1,406	...	4·44
...	...	2	2	30	17	140	...	...	140	140	...	...	1	33	21	85·71
...	..	7	2	38	17	184	...	...	184	184	...	...	87	1,439	21	10·31
1	...	15	...	74	...	* 2,977	...	...	2,977	544	*1,636	...	5	81	...	66·67
1	...	22	4	82	29					797		...	2	16	23	86·67
2	...	37	4	156	29	2,977	...	...	2,977	1,341	1,636	...	7	97	23	76·67
4	...	32	...	319	...	* 3,469	...	...	3,469	1,477	* 1,152	...	9	129	...	83·02
...	...	7	11	72	129					840		...	1	5	9	95·83
4	...	39	11	391	129	3,469	...	...	3,469	2,317	1,152	...	10	134	9	87·01
...	...	31	...	466	...	* 3,688	...	...	3,688	1,128	* 1,516	...	244	4,224	...	20·52
1	2	22	17	131	166					1,044		...	9	65	83	79·55
1	2	53	17	597	166	3,688	...	...	3,688	2,172	1,516	...	253	4,289	83	27·92
1	...	28	...	271	...	* 5,836	...	...	5,836	1,637	*2,007	..	380	8,699	...	14·22
5	...	43	22	124	111					1,592		600	10	124	99	61·54
6	...	71	22	395	111	5,836	...	...	5,836	3,229	2,007	600	390	8,823	99	16·84
...	...	12	...	312	...	3,082	...	210	3,292	1,036	2,256	...	1	13	...	99·45
...	...	16	11	73	134	875	...	...	875	611	264	...	...	...	...	100·00
...	...	28	11	385	134	3,957	...	210	4,167	1,647	2,520	..	1	13	...	99·50
2	...	31	...	339	...	3,305	...	...	3,305	1,169	2,136	...	16	305	...	91·58
1	...	8	1	92	68	498	...	...	498	450	48	...	...	...	...	100·00
3	...	39	1	431	68	3,803	...	...	3,803	1,619	2,184	...	16	305	...	92·16
8	...	84	...	408	16	5,448	...	...	5,448	2,019	2,554	...	147	2,837	...	30·66
5	1	15	6	122	118					875		...	9	97	151	65·38
13	1	99	6	530	134	5,448	...	...	5,448	2,894	2,554	...	156	2,934	151	34·45
34	...	387	...	2,766	21	*54,883	...	210	55,093	13,647	19,698	...	1,353	24,781	..	35·08
26	9	347	198	1,732	1,846			...		21,148		600	107	1,048	1,087	76·64
60	9	734	198	4,498	1,867	54,883	...	210	55,093	34,795	19,698	600	1,460	25,829	1,087	42·56
97	10	782	233	4,929	2,109	57,755	...	381	58,136	35,933	20,753	1,450	1,502	27,694	1,046	37·26
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	41	5·30
37	1	48	35	431	242	2,872	...	171	3,043	1,138	1,055	850	42	1,865	...	...

pupils; Bhamo includes one Vernacular Kachin aided Mission school with 20 pupils; Yamèthin includes four Mahomedan unaided schools with 109 pupils.

Teachers' salary grants.

B.—INDIGENOUS.

46. The following are the general statistics of Burmese indigenous schools :—

	1892-93.	1896-97.	Increase.	Decrease.
Schools	4,061	4,496	435	...
Pupils	105,173	117,948	12,775	...
Full passes, I	13,909	23,087	9,178	...
Full passes, II				
Full passes, III	1,947	3,432	1,485	...
Full passes, IV				
Grants paid ... ... Rs.	73,674	1,21,238	47,564	...
Grants earned ... ... „	95,965	1,79,971	84,006	...
Certificated managers	56	100	44	100
Itinerant teachers	...	159	159	...
Certificated assistant teachers	165	46	...	119

From this table it will be seen that the state of primary instruction at the end of the quinquennial period is very satisfactory. *Not only are increases shewn under all heads, but these increases are very considerable.* Schools are 11 per cent. more numerous than they were in 1892-93, pupils have increased by 12 per cent., passes in the Lower Primary standards by 66 per cent. and in the Upper Primary by 76 per cent. The grants paid and those earned show correspondingly large increases. The increases point to very real progress in education. In Lower Burma there is a slight decrease of 39 schools over the period, due to the strict test applied in 1894-95 in determining what should be recognized as a public school. At that time many schools showing no promise of doing well were transferred to the Private School List. In other respects both Upper and Lower Burma have made equal progress. When it is remembered that the majority of the schools in Upper Burma are monastic, it is encouraging to see how loyally the monks have worked. The system of "Partial passes" mentioned in the introduction to this section will do much to bridge over the gap between the old and the new systems.

The actual number of pupils under instruction in Burmese is not adequately represented by the numbers given in the above table, as many schools classed as private give instruction in reading and writing.

The increase in certificated managers shows that the character of schools is improving; the Upper Province only shows nine certificated managers against 91 in the Lower. This is not surprising, but until secondary education is more widespread in the former. an increase in certificated managers cannot be looked for. An increase of this kind implies that teachers must now be appointed who are capable of giving instruction up to that standard. These will be found in certificated assistant teachers attached to fixed schools; at the end of the period under report there were only two. The Itinerant teacher system, suitable as it is to the spread of Primary schools, is not sufficient to foster secondary instruction in a province where schools by their own unaided efforts are unable to attain that standard; hence the remark made under the head of the Vernacular Secondary Instruction that certificated assistant teachers will be attached to certain schools with a view to increasing the number of secondary passes and thereby furnishing the material for improvement in secondary instruction. At the end of the next quinquennial period a considerable increase may confidently be predicted.

In Lower Burma certificated managers have increased 62 per cent., while certificated assistant teachers have decreased 91 per cent., many of them being transferred as Itinerant teachers.

Arakan Division.

The following are the general statistics of Burmese and Mahomedan Schools for Arakan division:—

		1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Schools		99	120	142	169	213
Pupils		3,147	3,981	4,376	4,996	5,924
Full passes, I	}	708	774	853	839	1,168
Full passes, II						
Full passes, III	}	95	136	170	186	232
Full passes, IV						
Grants paid ... ... Rs.		3,468	4,127	5,787	4,966	4,589
Grants earned ... ... „		4,624	5,787	7,239	6,794	9,305
Certificated managers		6	8	9	8	8
Itinerant teachers		...	...	...	...	19
Certificated assistant teachers		28	21	23	26	8

This division shows an increase of 115 per cent. in the number of schools, 88 per cent. in pupils, 65 per cent. in passes by Standards I and II, and 144 per cent. in passes by Standards III and IV. Grants earned have more than doubled in five years, while the amount of grant actually paid has increased 32 per cent.

The number of certificated managers has increased, but still remains very small. The employment of Itinerant teachers has done good.

Of the three districts forming this division, Sandoway is the one which has made least progress.

In Akyab schools have increased from 65 to 122, pupils from 2,179 to 3,894, and passes from 593 to 840.

In Kyaukpyu the number of schools has increased from 9 to 42, pupils from 212 to 810, and passes from 22 to 126.

In the Sandoway district schools have increased from 18 to 32, pupils from 538 to 701, and passes from 170 to 356.

The Hill Tracts has lost ground.

This progress is most satisfactory, especially as the people are not well off, and as Arakan itself is one of the backward divisions as regards education. Not only have schools, pupils, and passes increased, but the grades of schools have been raised in all these districts to the Middle Standard. The backward townships are Akyab and Myohaung (Akyab), An and Kyaukpyu (Kyaukpyu), and the Central (Sandoway). During last year Sandoway suffered from floods and an epidemic of small-pox, which affected its schools.

Akyab District.

In this district marked progress has been made during the year. Registered schools have increased in number 25 per cent., pupils 24 per cent., and passes gained 59 per cent.

In Akyab town, although the number of schools has decreased by 1, there are 55 more pupils, and passes have increased by 113.

Akyab township is still the most backward in the district. There is but one registered school and it is not a success.

In the Naaf township the number of schools remains the same, but pupils have increased by 30 and passes by 20.

Ten schools have been added to the list in the Rathedaung township. The number of pupils has been increased by 204, but there is not a corresponding increase in the number of passes, of which 6 only were obtained in Standard IV.

In the Urittaung township the number of schools and pupils remains practically the same, but there is a gratifying increase of 65 in the number of passes gained.

The Kaladan township shows an increase of 7 schools, 173 pupils, and 67 passes.

In the Myohaung township, although there is an increase of 7 schools and 157 pupils, no advance has been made in the number of passes. The villagers

are not willing to support lay schools and many *pôngyis* are disinclined to work under Government rules.

In the Minbya township schools, pupils, and passes show a slight increase. The certificated assistant attached to U Nyanamezu's school has been dismissed for inefficient work.

One school has been added to the list in the Pauktaw township, and there is a fair increase in the number of pupils and passes.

The inhabitants of this township are realizing their responsibility to educate their children, and the appointment of an Itinerant teacher is desirable.

In the Akyab district generally *pôngyis* show greater willingness to come under the rules and to receive the help of the Itinerant teachers. The comparative poverty of the villagers renders the establishment of lay schools difficult.

KYAUKPYU DISTRICT.

Fifteen new schools have been brought on the list in this district, the attendance has increased 34 per cent., and the number of passes 59 per cent. For the first time there were passes in Standard V.

There were no passes in the An and Kyaukpyu townships. First Standard passes only were obtained in the Myebôn and Ramree townships.

The one school in Ramree town under Maung Po Lwin passed 93 per cent. of the pupils in the first four standards.

In the Cheduba township the registered schools have been increased by 4 and the passes gained have increased 87 per cent.

SANDOWAY DISTRICT.

The number of schools has increased by 1, but there is a slight decrease in the number of pupils, while the number of passes is the same as last year.

Floods and scarcity of food partly account for the lack of progress.

In the Northern township 26 more passes were obtained in Standards I and II, but there was a slight falling off in Standards III and IV.

In Sandoway town the abolition of Maung Sein's lay school has brought about a decrease in the number of pupils and passes.

The Central township has lost one school and 133 pupils, while the number of passes has decreased by 36. It is to be hoped that the recently appointed Itinerant teacher, Maung Po Kyaing, will be able to work up his township.

The number of schools remains the same in the Southern township and there is a slight decrease in the number of pupils. There is a gratifying increase of 32 passes in the three lower standards.

Pegu Division.

The following are the general statistics of Burmese and Mahomedan schools for Pegu division:—

	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Schools	915	973	771	718	739
Pupils	29,480	30,378	24,375	24,109	23,439
Full passes, I	4,499	4,714	5,527	5,497	6,951
Full passes, II					
Full passes, III	592	575	721	710	853
Full passes, IV					
Grants paid ... ... Rs.	22,389	27,068	30,028	39,499	36,425
Grants earned ... ... „	29,954	34,489	41,803	42,953	52,873
Certificated managers	22	30	35	42	42
Itinerant teachers	...	...	...	...	19
Certificated assistant teachers	59	46	36	34	10

[Rangoon town includes Mahomedan schools.]

The large decrease of 19 per cent. in schools classed as *public* is due to the stricter test applied. In 1894-95 all schools were removed to the Private school

list which did not earn grants, or did not give promise of doing so in a year. This led to a large transference of schools. That this has not led to any decrease in efficiency will be seen from the fact that passes have increased 53 per cent. and grants in the same proportion. A very large number of the private schools give instruction in Burmese only.

Under the head of *Certificated managers* we find an increase of nearly 100 per cent. This points to the establishing of a better class of schools depending almost entirely on results grants and fees for their support. The certificated assistant teachers employed and paid by Government were formerly attached to certain schools. Only one now remains in this capacity, the others having become itinerant teachers under the scheme introduced last year. The steady fall in the numbers under this head is compensated by the steady increase under that of certificated managers. The original idea, therefore, underlying the salary grant scheme, namely, that certificated assistant teachers should eventually become independent managers, has been very fairly attained.

RANGOON TOWN.

In paragraph 7 of the Resolution on last year's Report the Chief Commissioner alluded to the unsatisfactory feature of Rangoon Town as regards Vernacular work. I fear that the facilities for an English education are too numerous not to affect prejudicially the progress of Vernacular schools. People who can afford to send their pupils to English schools do so, and the pupils found in Vernacular schools are those of the poorer classes who can ill-afford to pay proper fees. Private schools have been opened charging small fees or none at all and attracting pupils from registered schools. It is astonishing how parents will take their children away from fairly good schools to put them in incompetent ones simply because they levy no fees.

The quinquennial period began with 69 schools and ends with the same number; but pupils have decreased from 4,401 to 2,876, passes by the Lower Primary have increased from 1,326 to 1,373, but by the Upper Primary have decreased from 226 to 116. A cause affecting schools during this year has been the number of destructive fires, especially in the Pazundaung quarter. This will certainly prejudicially affect our statistics next year, unless means can be provided for the building of new schools.

HANTHAWADDY DISTRICT.

In the Hanthawaddy district schools have increased from 165 to 353, pupils from 4,671 to 8,819, passes by the Lower Primary from 499 to 1,850, and by the Upper Primary from 60 to 169. This is also an increase over the results of last year. In noting the increases in this district, it should be remembered that two important townships were added to it within the period. The state of education in all the townships is satisfactorily progressing. The Deputy Inspector of Schools reports that there is a greater desire on the part of managers to equip their schools properly.

PEGU DISTRICT.

In the Pegu district schools fell from 290 to 127, pupils from 8,184 to 4,459, but Lower Primary passes rose from 1,206 to 1,469 and Upper Primary passes from 83 to 173. The same reason as that given for Tharrawaddy accounts for the falling off. The Primary School work in this district is on the whole satisfactory. Passes have increased in every standard, even over the results of last year. Of the 127 schools 47 are monastic. Lay schools last year numbered 65; this year they have increased to 80 owing to the work of the Itinerant teachers. All the townships have done well.

THARRAWADDY DISTRICT.

In the Tharrawaddy district schools have decreased from 128 to 106, pupils from 4,084 to 3,962, but passes have increased under the Lower Primary from 855 to 1,014 and under the Upper Primary from 74 to 156. The large fall in schools and pupils is due to the completion of the sifting process begun in 1894-95. Next

year there will probably be no diminution. The only unsatisfactory townships are Mônyo and Minhla, which show decreases all round. Other towns and townships show creditable work.

PROME DISTRICT.

In the Prome district at the beginning of the period there were 261 public schools, 7,906 pupils, 569 passes by the Lower Primary and 140 by the Upper Primary. At the end of the period there are 81 public schools, 3,042 pupils, 1,171 passes by the Lower Primary, and 203 by the Upper Primary. The great fall in schools is accounted for by the strictness of the test of a public school applied in 1894-95. *The large increase in passes is the real test of progress and is most encouraging.* All the towns and townships have done creditably, except Shwelè, which has lost the only public school it had. Of the 81 schools, 53 are monastic. The younger *pôngyis* of the Paungdè township are now doing well. I regret that the Shwedaung Town Committee have not made a larger contribution towards education. Funds for the purpose cannot be wanting, as two years ago the Committee was relieved of the necessity of maintaining the Anglo-Vernacular School.

Irrawaddy Division.

The following are the general statistics of Burmese indigenous schools for the Irrawaddy division :—

	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Schools	728	774	469	503	601
Pupils	18,903	21,474	14,235	15,873	19,006
Full passes, I	2,656	3,344	3,365	3,720	4,632
Full passes, II					
Full passes, III	405	443	469	642	692
Full passes, IV					
Grants paid ... ... Rs.	12,303	15,647	15,738	20,148	21,830
Grants earned ... ,,	16,863	21,433	24,019	28,259	31,840
Certificated managers	13	17	25	21	18
Itinerant teachers	...	...	...	...	26
Certificated assistant teachers ...	40	39	24	25	20

The number of schools and pupils shows a great decrease in 1894-95, a decrease of 36 per cent. in schools and 25 per cent. in pupils. This decrease was due to the transfer of the Thayetmyo district to the Southern division in that year.

Notwithstanding this decrease, the loss of schools is only 17 per cent. at the end of the quinquennial period, while the pupils, notwithstanding this decrease, are slightly in excess of the number at the beginning of the period under report.

Passes by Standards I and II, although 300 schools were transferred with Thayetmyo, show a noteworthy increase of 74 per cent. There is an equal increase in the passes by Standards III and IV. *The grants paid have exactly doubled during the five years.*

The Certificated assistant teachers have been gradually withdrawn, with the result that certificated managers have increased 38 per cent. The work of these Certificated assistant teachers, who have been appointed Itinerant teachers, is distinctly seen in the large increase in the number of passes.

In dealing with the districts of the division, it is impossible to compare the returns with those of five years ago except in the case of Henzada, as during the quinquennial period parts of Bassein and Thôngwa districts were taken to form the new district of Myaungmya.

BASSEIN DISTRICT.

In the Bassein district there is a considerable fall in passes by all the standards except I and III during the year. Schools have increased from 48 to 59, pupils from 1,925 to 2,362, and passes by the Lower Primary from 662 to 863, but by the Upper Primary have fallen from 160 to 136. Kyaunggôn township is the only one which shows retrogression. A feature of the year's work is the large

increase in passes by Standard I, which have risen from 412 to 571. This result is due to the work of the itinerant teachers. This district has not been well supervised by the Deputy Inspector of Schools.

THÔNGWA DISTRICT.

Thôngwa district holds the first place educationally in the Irrawaddy division. Schools have increased from 205 to 243, pupils from 6,384 to 7,903, passes by the Lower Primary from 1,363 to 2,065 and by the Upper Primary from 212 to 297. A noteworthy feature of the pass statistics is that passes by Standard I alone have increased from 883 to 1,553. This says a great deal for the energy of the Itinerant teachers. The improvement shown in the figures is shared in by all the towns and townships. Primary education is in a satisfactory state.

MYAUNGMYA DISTRICT.

In the Myaungmya district the review for the year is one of general progress. Schools increased from 135 to 168, pupils from 3,355 to 3,938, passes by the Lower Primary from 557 to 559 and by the Upper Primary from 96 to 97. There is no particular decrease to be noted. The townships contributed in various proportions to the total increase. It is a matter for regret that the two schools under certificated managers have disappeared during this year.

HENZADA DISTRICT.

In the Henzada district schools have increased from 115 to 131, pupils from 4,209 to 4,753, passes by the Lower Primary from 1,138 to 1,145 and by the Upper Primary from 138 to 162. There is thus a small but steady increase, and this has been contributed to by the district generally. The itinerant teachers do not seem to have done their work thoroughly. Standard I shows a decrease of 43 passes, but it should be noted that Standard II shows an increase of 50. This District needs better supervision by the Deputy Inspector of Schools.

Tenasserim Division.

The following are the general statistics of Burmese and Mahomedan Schools for Tenasserim division:—

	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Schools	259	282	278	291	320
Pupils	11,289	12,325	12,115	12,974	13,073
Full passes, I	2,632	2,863	3,214	3,254	3,651
Full passes, II					
Full passes, III	434	484	465	578	652
Full passes, IV					
Grants paid ... ... Rs.	14,976	17,483	18,883	18,791	21,656
Grants earned ... „	19,213	21,218	23,566	26,228	29,248
Certificated managers	15	19	24	25	23
Itinerant teachers	...	...	...	...	20
Certificated assistant teachers ...	40	33	27	26	6

Schools, despite a stricter classification, have steadily risen in number. They now number 320 against 259 in 1892-93, an increase of 24 per cent., while attendance has increased from 11,289 to 13,073, which gives the respectable average of over 40 pupils to each school and an increase of 16 per cent.

Passes have risen year by year, and are now 4,303 against 3,066 in 1892-93. The passes therefore are nearly 33 per cent. of the attendance.

Grants have risen in proportion and are Rs. 29,248 for the last year of the five-year period, an amount equal to nearly Rs. 2-4-0 per pupil.

Much of the success which has been met with is the result of the establishment of schools by certificated managers, who have risen in number from 15 to 23. Certificated assistant teachers show a large decrease from 40 to 6. In their place Itinerant teachers are now employed. Of these there are now 20.

Thus there are now but 49 qualified teachers engaged in the Tenasserim division against 55 in 1892-93. The increased earnings of the year just closed show progress in the schools.

During the quinquennial period a redistribution of the northern districts of this division was effected. Shwegyin district was abolished, part of it being given to Toungoo and part to Pegu, while the southern portion, together with a part of Amherst district, went to form the new Thatôn district. It is impossible, in the case of the districts so affected, to compare the figures at the beginning and end of the period.

MOULMEIN TOWN.

In Moulmein Town schools have risen from 28 to 48 pupils from 1,825 to 2,232, passes by the Lower Primary from 700 to 833 and by the Upper Primary from 75 to 149. The first division of the town continues to be the backward locality; all the others, especially the Daingwunkwin quarter, are doing good work. Education is advancing steadily despite the fact of the considerable short-payment of grants during the last two years.

AMHERST DISTRICT.

In the Amherst district since last year public schools have risen from 44 to 63, pupils in attendance from 1,990 to 2,562, passes by the Lower Primary from 654 to 825 and by the Upper Primary from 69 to 149. There are increases in every standard, notably in I, II, and III. The general progress shown is due to the employment of Itinerant teachers, of whom at present there are only three. Twice the number would not be too many. Ataran and Bilugyun townships are the best educationally, while Kawkareik Municipal town, Wagaru, and Yelamaing townships are the most backward.

THATÔN DISTRICT.

In the Thatôn district schools fell during the year from 71 to 70, pupils from 3,197 to 2,816, passes by the Lower Primary rose from 548 to 613, while under the Upper Primary they fell from 132 to 88. The decrease in attendance is chiefly in Pa-an and Bilin townships, while the fall in passes is general throughout the district, except in Kyaikto town and township. Thatôn township shows a falling off in monastic schools. There is a possibility that the new Deputy Inspector of Schools has been more severe in his examinations than his predecessor.

TAVOY DISTRICT.

Public schools have risen in Tavoy from 23 to 32, pupils from 1,260 to 1,399, passes by the Lower Primary from 374 to 385 and by the Upper Primary from 92 to 100. Certificated managers remain the same. For a backward district like Tavoy this slight progress must be considered satisfactory. The people are not greatly in favour of education. The Central and South-Eastern townships have fallen off slightly, while elsewhere steady useful work is being carried on.

MERGUI DISTRICT.

In the Mergui district schools have risen from 9 to 23, pupils from 506 to 1,044, passes by the Lower Primary from 154 to 360. Certificated managers remain as before. These figures indicate steady progress under all heads, especially in Mergui township, outside the Municipal limits, and Palaw; in the latter the people are said to be now more willing to support schools. In the Tenasserim, Lenya, and Maliwun townships no educational work is being carried on. In the first-named the inhabitants are Shans, Malays, and Karens, who take no interest in schools.

TOUNGOO DISTRICT.

The Toungoo district shows a rise during the year in the number of public schools from 76 to 80; pupils have fallen from 2,931 to 2,661. Full passes by the Lower Primary are practically the same, there being 629 against 628 last year, while those by the Upper Primary have fallen from 92 to 88. The district seems stationary as regards education. There are only three Itinerant teachers: there ought to be at least five, but funds are not available. Shwegyin township has done satisfactorily, but the others are stationary, with the exception of Zeyawaddi, which has retrograded.

Mandalay Division.

The following are the general statistics of Burmese indigenous schools for the Mandalay division :—

	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Schools	400	402	430	401	414
Pupils	9,240	9,018	10,527	10,917	9,834
Full passes, I	1,283	1,320	2,123	2,687	1,409
Full passes, II					
Full passes, III	182	246	342	433	259
Full passes, IV					
Grants paid ... Rs.	8,336	5,293	7,756	13,991	9,960
Certificated managers	...	1	...	...	4
Itinerant teachers	...	...	...	...	18
Certificated assistant teachers ...	...	14	15	...	1

[Mandalay town includes Mahomedan schools.]

Mandalay and Katha districts have made satisfactory progress, but the state of the others leaves much to be desired. Myitkyina, the most backward district in the Upper Burma circle, is included in this division. A separate Deputy Inspector is needed for it.

Mandalay Town.

The work here has been satisfactory. During the period now under report public schools have increased from 183 to 287, pupils from 5,107 to 6,948, full passes by the Lower Primary from 816 to 894 and by the Upper Primary from 158 to 181 ; of these passes gained during the year just ended, 93 per cent. were in the Primary standards. The managers and teachers are poor. The *pôngyi kyaungs* have only a small attendance and do little work. The Western and Southern divisions are alone satisfactory.

Mandalay District.

Schools have not increased; they remain at 57. Pupils have increased from 1,151 to 1,465, passes by the Lower Primary from 151 to 330, and by the Upper Primary from 5 to 55. Amarapura is the most advanced township, and Lamaing township and Maymyo subdivision the poorest. There are no certificated managers in this district.

Bhamo District.

It is impossible to institute a comparison with the figures of 1892-93 as the district has been divided during the period. The number of schools, 19, is the same as last year, while pupils have decreased from 474 to 392, passes by the Lower Primary from 97 to 59; passes by the Upper Standards have increased from 15 to 16. The falling off is due to *pôngyis* refusing to keep their schools on the register; but the American Baptist Mission Kachin School, Bhamo, and one lay school did badly.

Katha District.

This district, with 39 schools in 1892-93, has now 29. During the same period pupils have fallen from 726 to 644, but passes by the Lower Primary have increased from 27 to 93, while the Upper Primary has now been reached. Compared with last year's results, those of the present year are fairly satisfactory.

The district is unhealthy, and it is difficult to get Itinerant teachers to remain for any length of time. Katha and Tigyaing townships are the most advanced, contributing 87 passes out of the total number obtained.

Myitkyina District.

This district in 1892-93 formed part of Bhamo. It now has 7 public schools and 96 pupils against 5 and 80 respectively last year. Passes have fallen from 15

to 13 all by Standard I. Education is not popular outside Mogaung. *Pôngyis* decline the aid of the Itinerant teachers, many from ignorance of Burmese. Two Itinerant teachers have been appointed as an experiment.

Ruby Mines District.

This district began with 16 schools and 305 pupils: it ends it with 15 schools and 289 pupils. During this period passes by the Lower Primary have increased from 10 to 20. The Upper Primary standards show no passes. Compared with last year's results schools and pupils show considerable increases, but passes are stationary.

The district is unhealthy and Itinerant teachers are unwilling to remain.

Sagaing Division.

The following are the general statistics of Burmese indigenous schools for the Sagaing division:—

	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Schools	543	343	355	533	559
Pupils	10,769	6,564	6,395	10,352	9,979
Full passes, I	790	577	658	1,292	1,300
Full passes, II					
Full passes, III	171	135	124	238	235
Full passes, IV					
Grants paid ... Rs.	4,830	3,190	3,046	7,231	9,327
Certificated managers ...	...	...	...	...	2
Itinerant teachers ..	...	...	...	...	23
Certificated assistant teachers ...	...	8	9	...	1

[Shwebo includes Mahomedan schools.]

Sagaing is the most forward district educationally, while Shwebo is the most backward.

Shwebo District.

Five years ago Ye-u, now a subdivision, was a separate district. Public schools in these two districts numbered 139: there are now only 78. The falling off is due to the re-classification of monastic schools in 1893-94 in accordance with the Chief Commissioner's orders, and to the removal of inefficient schools to the *Private Schools List*. There is this year an increase of 10 on that of last. During the same period pupils have gone down from 1,479 to 1,288, a small decrease comparatively. Full passes by the Lower Primary have fallen from 313 to 179 and by the Upper Primary from 45 to 33. This is satisfactory. It is not so satisfactory to see that the number of passes has decreased very considerably in Standards I, II, and III.

Tazè and Shwegyin townships show the most improvement, the other townships being mainly stationary.

Sagaing District.

This district, which began the period with 219 schools and 4,726 pupils, ends it with 201 schools and 3,744 pupils. Passes by the Lower Primary Standards have increased from 371 to 650 and by the Upper Primary from 89 to 130. This is a satisfactory result. Myotha, Kyaukyit, and Chaungu townships are the most advanced, while the others are stationary.

Lower Chindwin District.

In 1892-93 this district showed 159 schools, 3,021 pupils, and 282 passes by the Lower Primary and 59 passes by the Upper Primary Standards.

In 1896-97 there were 183 schools, 3,279 pupils, 416 passes by the Lower Primary, and 63 by the Upper Primary Standards. This is an encouraging record and shows that the state of education is steadily improving. Mônywa town and township and Budalin township show good results; the others, while they have not lost ground, do not seem to have improved since last year.

UPPER CHINDWIN DISTRICT.

This district had during the first year of the quinquennial period 91 schools, 1,573 pupils, 43 Lower Primary passes, and 8 Upper Primary passes. It now has 97 schools, 1,668 pupils, 55 passes by the Lower Primary and 9 by the Upper Primary. The district shows very little advance; but, considering the conditions under which work has been carried on, we may congratulate ourselves on there being no decrease. About 93 per cent. of the schools are monastic and the *pôngyi's* have not yet taken kindly to new methods. In Balet township the influence of one *pôngyi* has already brought several schools on the list. Mingin township has done well, Kalewa shows improvement. The Itinerant teachers have not worked satisfactorily. *They need closer supervision by the Deputy Inspector of Schools.*

Meiktila Division.

The following are the general statistics of Burmese indigenous schools for the Meiktila division:—

		1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Schools		450	806	914	991	927
Pupils		9,678	17,212	21,848	22,903	21,133
Full passes, I	}	752	1,382	1,449	1,779	1,974
Full passes, II						
Full passes, III	}	47	145	183	245	254
Full passes, IV						
Grants paid ... Rs.		4,169	2,984	8,263	10,714	9,059
Certificated managers		...	...	...	...	2
Itinerant teachers		...	...	...	...	17
Certificated assistant teachers ...		...	8	10	...	...

[Yamèthin includes Mahomedan schools.]

Myingyan is educationally the most advanced district and Kyauksè the least so.

KYAUKSÈ DISTRICT.

In 1892-93 this district showed 34 schools and 796 pupils against 30 and 697 respectively during 1896-97. As a stricter test has been applied this year in re-classifying schools, the number (30) falls below last year's figure by 4. During the first year of the period passes by the Lower Primary Standards numbered 148 and those by the Upper Primary 15, while during 1896-97 they were 185 and 41 respectively. There is thus considerable progress. This is, however, a falling off since last year in passes by Standards I, II, and III owing to three causes—sickness, inefficient work by Itinerant teachers, and stricter examination.

MEIKTILA DISTRICT.

This district began the quinquennial period with 114 schools, 2,481 pupils, 427 Lower Primary passes, and 16 Upper Primary passes. It ends with 77 schools, 1,580 pupils, 520 Lower Primary passes, and 50 Upper Primary passes. There is satisfactory progress in results. The figure 77 is 28 below last year's total, the decrease being due to famine and sickness.

Wundwin township shows the greatest progress and Mahlaing the least. Even in the latter the number of presentations for examinations was far in excess of that of last year.

MYINGYAN DISTRICT.

In 1892-93 this district belonged to the Southern (Minbu) division and was noted as taking the lead there. It still maintains its position among the districts of the Meiktila division.

In 1892-93 there were 240 schools, 4,949 pupils, 224 Lower Primary passes, and 15 Upper Primary passes. In 1896-97 it shows 351 schools, 7,159 pupils, 763 Lower Primary passes, and 70 Upper Primary passes. This is promising, although the number of schools and pupils has, owing to scarcity, fallen slightly during the

year now ended. Compared with last year passes have increased 44 per cent. Myingyan and Natogyi townships have done well.

YAMETHIN DISTRICT.

This district now includes Pyinmana district. They began the period with a total of 302 schools, 6,401 pupils, 177 Lower Primary passes, and 16 Upper Primary passes. In the year now closed the combined district shows 465 schools, 11,588 pupils, 506 Lower Primary passes, and 93 Upper Primary. This shows that steady progress has been made. Pyinmana town is the great centre of educational activity, but the township is backward. Pyawbwè and Kyidaunggan have retrograded, while Yindaw and Lèwè remain stationary. The distress in the Northern townships has prevented progress being made.

Minbu Division.

The following are the general statistics of Burmese indigenous schools for the Minbu division :—

	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Schools	675	496	522	469	744
Pupils	13,113	9,657	11,152	9,705	16,452
Full passes, I	645	699	1,048	1,280	2,084
Full passes, II					
Full passes, III	30	35	110	99	269
Full passes, IV					
Grants paid ... Rs.	3,406	2,357	4,812	3 997	8,377
Certificated managers	...	...	...	...	1
Itinerant teachers	...	...	...	...	17
Certificated assistant teachers ...	...	7	7	...	...

MINBU DISTRICT.

This district in 1892-93 had 186 schools, 3,339 pupils, 124 Lower Primary passes, and 3 Upper Primary passes. It can now show 200 schools, 4,022 pupils, 519 Lower Primary passes, and 39 Upper Primary passes. The work of the district is very good. Energetic inspection has had a great deal to do with it. The increase over last year's figures is even greater than the increase over those of 1892-93. With the exception of the backward townships of Ngapè and Sidôktaya, improvement is general all over the district.

MAGWE DISTRICT.

This district began with 100 schools, 1,951 pupils, 134 Lower Primary passes, and 2 Upper Primary passes. The result at the end of 1896-97 is 204 schools, 4,486 pupils, 499 Lower Primary passes, and 40 Upper Primary passes. This result proves increased efficiency and is undoubtedly due to the efficient work of Yusuf Khandia, who was in charge of Minbu and Magwe during 1896-97 and did not spare himself. The work of the Itinerant teachers has contributed to this result. The greatest increases are in Myothit and Natmauk townships, where the *pôngyis* are beginning to have confidence in the Government system.

PAKÔKKU DISTRICT.

This is one of the most advanced districts educationally in the Upper Burma circle. In 1892-93 it showed 149 schools, 2,874 pupils, 163 Lower Primary passes, and 10 Upper Primary passes. In 1896-97 it shows 238 schools, 5,502 pupils, 664 Lower Primary passes, and 105 Upper Primary passes. This result indicates great progress and is a great improvement on its position at the begin-

ing of the period, when it was classed as "Backward." Of the schools now existing only 26 are lay schools. All the townships, with the exception of Yawdwin, have maintained their position. Gangaw, Tilin, and Laungshe are stationary; the others have done well.

THAYETMYO DISTRICT.

In 1892-93 this district showed 118 schools, 2,527 pupils, 258 passes by the Lower Primary Standard, and 54 by the Upper Primary. It now shows 102 schools, 2,442 pupils, 402 Lower Primary passes, and 85 Upper Primary. The fall in schools is due to the fluctuation in monasteries. The number of passes indicates real progress, especially in the Lower Primary Standard. Sinbaungwè and Mindôn townships are the best, the others being more or less stationary. Fewer presentations took place during the year.

Thayetmyo township had no Itinerant teachers owing to want of funds.

SPECIAL CLASSES.

47. The following are the general statistics of Mahomedan, Karen, Tamil, and Kachin schools for Upper and Lower Burma:—

	1892-93.	1896-97.	Increase.	Decrease.
Schools	484	596	112	...
Pupils	15,328	18,213	2,885	...
Full passes, I	3,190	4,762	1,572	...
Full passes, II				
Full passes, III	773	1,220	447	...
Full passes, IV				
Grants paid ... ... Rs.	20,205	30,573	10,368	...
Grants short paid ... ... „	...	...	...	...
Grants earned ... ... „	27,081	45,065	17,984	...
Certificated managers	1	8	7	...
Itinerant teachers	...	...	...	...
Certificated assistant teachers	18	10	...	8
Karen certificated teachers	216	192	...	24

On reviewing the results of education among these people for the last five years, it is apparent that general progress has been made under every head. Most of this progress is to be found among the Karens, who exert themselves in educational matters. Tamil education shows very little progress. Tamil schools are chiefly found in Pegu, Hanthawaddy, and Moulmein. Kachin schools which did not appear in 1892-93 are now registered.

48. The following are the general statistics of Mahomedan schools:—

	1892-93.	1896-97.	Increase.	Decrease.
Schools	10	30	20	...
Pupils	606	1,190	584	...
Full passes, I	128	128	...	...
Full passes, II				
Full passes, III	22	22	...	...
Full passes, IV				
Grants paid ... ... Rs.	678	274	404	...
Grants short paid ... ... „	...	...	...	...
Grants earned ... ... „	835	872	37	..
Certificated managers	...	1	1	...
Itinerant teachers	...	...	..	...
Certificated assistant teachers	3	2	...	1
Karen certificated teachers	...	...	...	...

The increases shown above, although not large, are still satisfactory. Schools of this class are not numerous enough to provide special means for inspection. The want of a Deputy Inspector of Schools capable of assisting masters efficiently in their own language is detrimental to good work, outside of Akyab.

LOWER BURMA.

(*a*) *Mahomedan.*

AKYAB DISTRICT.

The number of registered schools has increased during the year by five, of pupils by 124, and of passes by 12. The managers of these schools are below the mark in attainments. They come from Chittagong and return thither after keeping school for a short time. Trained teachers, who belong to Akyab, are required if any real progress is to be made. The Urdu department of the Moulmein Normal School ought to supply them.

KYAUKPYU DISTRICT.

There are now no registered Mahomendan schools in this district.

RANGOON TOWN.

During the year under report there is only one school with 90 pupils classed as Mahomedan—a decrease of one school and 68 pupils. Only 12 passes were secured and that by Standard I.

MOULMEIN TOWN.

A new school has been added to the list, making the total 3. Attendance has been 283, an increase of 26.

The proprietor of the school *in the Second Division* having died, no pupils could be sent up for the examination. There were consequently no passes by Standards II, III, and IV, and earnings decreased by two-thirds.

The condition and work of the Urdu Practising Class of the Government Normal School is shown in the following statement:—

	1892-93.	1896-97.	Increase.	Decrease.
Schools	...	1	1	...
Pupils	...	29	29	...
Full passes — Standard I	...	6	6	..
Full passes — Standard II	...	4	4	...
Full passes — Standard III	...	3	3	...
Full passes — Standard IV	...	...	...	...
Full passes — Standard V	...	1	1	...
Full passes — Standard VI	...	2	2	...
Full passes — Standard VII	...	4	4	...

UPPER BURMA.

The Upper Burma schools of this class exist only in Mandalay Town, and the Shwebo and Yamèthin districts. All the four schools in Mandalay Town earned grants for the year under report. In Shwebo one of the two registered schools was successful, while in Yamèthin no passes were obtained by any of the four schools on the list.

(*b*) *Karens.*

The following are the general statistics of Karen indigenous schools:—

	1892-93.	1896-97.	Increase.	Decrease.
Schools	474	516	42	...
Pupils	14,722	15,830	1,108	...
Full passes, I	3,062	4,255	1,193	...
Full passes, II				
Full passes, III	751	1,087	336	...
Full passes, IV				
Grants paid ... ... Rs.	19,527	28,360	8,833	...
Grants earned ... ... „	26,246	40,203	13,957	...
Certificated managers	1	5	4	...
Itinerant teachers	...	...	...	...
Certificated assistant teachers	15	8	...	7
Karen certificated teachers	216	192	...	24

Karen teachers' certificates.—The Karens have enjoyed special concessions regarding teachers.

A Karen schoolmaster on passing the Vernacular Primary test is entitled to pay at the rate of Rs. 10 per mensem, and on passing the Secondary Grade test to Rs. 15. *There can be no doubt that much of the efficiency of Karen schools is due to this system.* As a rule Karen schools are of a higher grade than Burmese schools, because several teachers in a school receive Government pay under these rules. Karen schools now are no longer backward: they are, on the contrary, farther advanced than Burmese schools, and the necessity of such comparatively large grants in addition to results grants does not seem apparent. If Burmese schools were aided in this way there would be considerable progress.

The Karen schools of the Pegu, Irrawaddy, and Tenasserim divisions of Lower Burma have risen in number since 1892-93 from 474 to 516. More than half or 277 lie in the districts of Bassein, Henzada, Thôngwa, and Myaungmya, practically in the delta of the Irrawaddy, *i.e.*, the Irrawaddy division. In this tract the Karens are numerous and better off than those of other localities, except perhaps in the districts of Hanthawaddy and Pegu.

The total attendance has risen from 14,722 to 15,830 pupils, of whom 7,980 belong to the schools of the Irrawaddy division.

Passes and earnings indicate far greater proficiency than in 1892-93 and tend to show that progress in Irrawaddy has been more rapid than elsewhere, passes there having risen from 1,855 to 3,121 and grants from Rs. 12,445 to Rs. 22,538.

In Pegu and Tenasserim passes have risen from 1,958 to 2,221 only and grants from Rs. 13,801 to Rs. 17,665. The average grants per pupil in attendance stand now in Irrawaddy at about Rs. 7-3-0 and elsewhere at about Rs. 7-8-0. This alone points to a good standard of efficiency in the schools.

The condition of education among the Karens of Burma is satisfactory. The schools are liberally supported by the people, who take a great interest in them through their village committees. *They are taxed very considerably for the support of their Schools and Missions.*

Teachers appear earnest in their work and to be making steady efforts to improve themselves. The Karen teacher is more domesticated. He prefers to work for ten rupees in his native village rather than go 20 miles away for three times the amount. This tends to greater stability among Karen schools.

Pegu Division.

The following are the general statistics of Karen indigenous schools for the Pegu division:—

	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Schools	121	123	112	129	136
Pupils	3,734	3,942	3,773	4,385	4,641
Full passes, I	719	726	571	771	920
Full passes, II					
Full passes, III	236	291	225	248	270
Full passes, IV					
Grants paid ... ... Rs.	4,920	6,662	7,910	6,688	7,474
Grants earned ... ... „	6,742	7,910	7,640	7,474	8,936
Certificated managers	1	1	2	2	2
Itinerant teachers	...	...	...	...	...
Certificated assistant teachers	5	2	9	3	3
Karen certificated teachers	73	84	86	86	65

Karen schools in the Pegu division shew steady progress.

The increase noted above is not great, but it is steady. Schools, pupils, passes, and grants have all increased satisfactorily. Fewer Karen certificated teachers are employed owing to the pay of these men having been increased. There is no doubt that this form of payment has been the mainstay of the Karen schools, but *unfortunately sufficient funds are not available to admit of its extension.*

PEGU DISTRICT.

Owing to change of boundaries in Pegu and Hanthawaddy it is impossible to compare statistics of the year just closed with those of 1892-93. Since last year public schools have risen from 47 to 51, pupils from 1,503 to 1,588, and passes by the Lower Primary from 238 to 278 and by the Upper Primary from 93 to 94. The results are satisfactory. Progress among the Karens is always slow, but it is steady.

The Deputy Inspector of Schools reports an increasing desire to employ only certificated teachers. In all townships education is progressing, Kawa having made good the ground which it lost last year.

HANTHAWADDY DISTRICT.

In the Hanthawaddy district schools remain 56 as last year, but pupils have gone up from 1,840 to 1,910, passes by the Lower Primary from 336 to 377 and by the Upper Primary from 84 to 105. Progress has been general. Tapun township has for the first time gained passes. Sanywè is the only township which shows poorer results than last year, but the difference is only slight.

THARRAWADDY DISTRICT.

In the Tharrawaddy district schools have increased from 26 to 29, pupils from 1,042 to 1,143, Lower Primary passes from 197 to 265, while Upper Primary passes remain as before (71). There is a more general desire for education. New buildings are being erected and supplied with suitable apparatus. *Buddhist Karens are waking up to the value of education.* In Twante township only is there any decrease, and there it is due to an epidemic of cholera and will not be permanent. The state of the district is satisfactory.

Irrawaddy Division.

The following are the general statistics of Karen indigenous schools for the Irrawaddy division :—

	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Schools	251	272	252	254	277
Pupils	7,298	8,516	7,428	7,063	7,980
Full passes, I	1,541	1,977	1,556	1,968	2,544
Full passes, II					
Full passes, III	314	411	390	460	577
Full passes, IV					
Grants paid ... Rs.	10,329	11,739	12,981	13,067	13,756
Grants earned ... „	12,445	16,612	14,130	13,910	22,538
Certificated managers	...	...	...	2	1
Itinerant teachers	...	...	...	...	...
Certificated assistant teachers ...	5	3	4	5	2
Karen certificated teachers ...	102	110	80	87	95

There is a slight increase of 10 and 9 per cent. in the number of schools and pupils respectively. Passes by Standards I and II have increased 65 per cent. and by Standards III and IV 84 per cent. Grants paid have increased 33 per cent. The improvement in the number of passes is satisfactory.

BASSEIN DISTRICT.

This district shows 88 schools, 2,380 pupils, 611 Lower Primary passes, and 181 Upper Primary passes as against 85, 2,285, 609, and 130 respectively last year. The results are fairly satisfactory. Kangyidaung and Bassein townships show poorer results than last year, while Kyônpyaw and Ngaputaw are much better. The great want of the schools in this district is better qualified teachers.

THÔNGWA DISTRICT.

This district has made a distinct advance : schools have increased from 70 to 82, pupils from 1,880 to 2,421, and passes from 727 to 1,154. Throughout the district the progress has been general. This is due to the better teachers

that are to be found here. Many of them are qualified under the old Karen certificate, but several of these have passed the new test.

HENZADA DISTRICT.

This district shows satisfactory progress, although it is not so marked as that of Thôngwa. Schools have increased from 52 to 59, pupils from 1,558 to 1,788, and passes from 622 to 819. The increase in passes is mostly in Standards I and II, indicating a large accession of pupils in the lower classes. As in Thôngwa, progress is shown in all the townships.

MYAUNGMYA DISTRICT.

This district is in much the same position as it was last year. There is an increase of one school, 51 pupils, and 16 passes. Wakèma and Pantanaw townships have done badly, and Myaungmya has not improved. Considering that Bassein and Thôngwa have improved, there seems no reason why Myaungmya should not. The Deputy Inspector of Schools should give more attention to this district.

Tenasserim Division.

The following are the general statistics of Karen indigenous schools for the Tenasserim division :—

	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Schools	102	107	114	122	103
Pupils	3,690	3,933	3,649	3,505	3,209
Full passes, I	802	905	794	690	791
Full passes, II					
Full passes, III	201	223	263	295	240
Full passes, IV					
Grants paid ... Rs.	4,278	6,198	8,003	6,353	7,130
Grants earned ... „	7,059	8,513	7,028	7,182	8,729
Certificated managers	...	...	3	6	2
Itinerant teachers	...	...	...	...	...
Certificated assistant teachers ...	5	4	2	2	3
Karen certificated teachers ...	41	53	23	32	32

The statistics of Karen education in the Tenasserim division show that for the first four years of the quinquennial period schools steadily rose in number, but in the fifth year fell again to about the number recorded for 1892-93. This fall is entirely in the Thatôn and Amherst districts, which last year were under Maung San Dwa, who registered schools which had no claim to be considered public. These have had to be removed this year. The decrease in pupils in attendance is due to the same reason.

In Tenasserim as elsewhere greater strictness has of late been exercised in placing schools on the list.

Full passes show fluctuations, having in Standards I and II for two years increased, then fallen for two years, and in the fifth year risen again to about the same number as in the first year (1892-93). The increase in Lower Primary passes during the present year is due to a general increase in efficiency throughout the division.

Standards III and IV do not show the same changes. They rose for four years and in the fifth fell seriously, but are still 19 per cent. above the number for 1892-93. All the districts except Mergui, which has no Upper Primary passes, contribute to the failure; but it occurs chiefly in Amherst, Thatôn, and Toungoo.

Earnings have varied, but are 24 per cent. higher than in the first year of the period under review.

Certificated managers first opened schools in 1894-95. They were three in number and in the following year were six. Two have found themselves insufficiently supported by the people, and a third has placed his school on the Burmese list.

Certificated assistant teachers have fallen from 5 to 3. It will probably be found advisable to convert these into Itinerant teachers.

Karen certificated teachers in 1893-94 rose from 41 to 53, but then fell to 23, and are now 32. They do useful work, but want of funds limits their employment.

AMHERST DISTRICT.

This district has fallen off greatly since last year. Schools have gone down from 27 to 16, pupils from 663 to 457, and passes by the Upper Primary from 38

to 18. The Lower Primary standards alone show any increase, there being an increase of 20 in Standard I and a decrease of 5 in Standard II. Ataran and Haungtharaw townships are mainly responsible for the decrease, several schools having been removed from the list in the former, while in the latter a good school was transferred to the Burmese school list.

THATÔN DISTRICT.

This district as well as Amherst was unfortunate in having a Deputy Inspector of Schools whose work is most unsatisfactory. He is now on leave, and his successor reports lax registration during his term of office. This has led to a rise and fall in statistics which need not have taken place. Schools have decreased by 9, pupils by 155, and Upper Primary passes by 8. The Lower Primary passes show an increase of 20. Of the nine schools that have disappeared 6 are from Thatôn township. Pa-an township shows the greatest educational activity.

MERGUI DISTRICT.

This district shows a falling off in schools from 10 to 1, in pupils from 263 to 12, in passes by the Lower Primary from 53 to 4, while the Upper Primary standards, which showed 6 passes at the beginning of the period, has entirely disappeared. This great decrease is almost entirely due to the fact that in 1894-95 the Superintendent of the American Baptist Karen Mission withdrew all schools under his control from Government inspection. The only school now remaining is monastic and, owing to the illness of the monk during the year now ended, work was almost at a standstill.

TOUNGOO DISTRICT.

The district shows fair increase. Schools and pupils are practically the same. Although there is a very large fall in passes by Standard III, owing to the weakness in arithmetic of that class in the Bghai-Karen School, Toungoo town, the other standards show creditable increases. All the townships are doing steady work.

SALWEEN DISTRICT.

Schools remain 3 in number in this backward district, an increase of 1 over the number in 1892-93, although pupils have increased from 46 to 78. Passes by the Lower Primary standards have risen from 13 to 17. There are no Upper Primary passes.

The Deputy Inspector of Schools thinks an Itinerant teacher might do something to spread education here.

(*c*) *Tamil.*

The following are the general statictics of Tamil schools:—

	1892-93.	1896-97.	Increase.	Decrease.
Schools	*Nil.*	49	49	...
Pupils		1,173	1,173	...
Full passes, I		375	375	...
Full passes, II				
Full passes, III		108	108	...
Full passes, IV				
Grants paid ... ... Rs.		1,650	1,650	...
Grants short paid ... ... „		...	...	...
Grants earned ... ... „		3,699	3,699	...
Certificated managers		1	1	...
Itinerant teachers		...	...	...
Certificated assistant teachers		...	...	...

As Tamil education was not provided for in 1892-93 it is impossible to compare the results at the beginning and end of the quinquennial period But compared with the results of 1894-95 the results of the present year show an increase of 2 schools and 146 pupils. The passes in the Lower Primary have fallen from 515 to 375, but those in the Upper Primary have increased from 10 to 108. The difficulty is to obtain certificated managers. Schools have few pupils and these are irregular in attendance. The Deputy Inspector of Schools reports that, with the Tamil population mainly agricultural and scattered over the district in small hamlets as it now is, it is next to impossible to get a sufficient

number of children together to form a school. A further difficulty arises when the pupils have passed Standard II, because the parents are unwilling to allow them to remain in school.

There are at present no Tamil teachers certificated under the Burma rules.

The Itinerant teacher system is not applicable to Tamil schools in the district, although it might suit Rangoon and Moulmein. Schools are so few, so thinly attended, and so scattered that the work would be unprofitable.

RANGOON TOWN.

Schools have decreased from 23 to 22, pupils from 684 to 670, and Lower Primary passes from 287 to 259. Upper Primary passes have increased from 34 to 70, while the grade has risen from Standard III to Standard IV, at which standard it will remain for the present. A rise in earnings has taken place partly owing to the improvement in the higher standards, and partly owing to the higher rates of grants paid in the American Baptist Mission and S. P. G. Schools now under certificated mistresses. With few exceptions, all teachers have passed Standard IV (3 this year).

It is pleasing to note that as a rule tuition fees are paid willingly at Re. 1 per head monthly.

HANTHAWADDY DISTRICT.

Schools have increased from 10 to 12, pupils from 167 to 206, and passes by the Upper Primary standards from none to 20. The Lower Primary passes fell from 78 to 44, showing that the supply of Tamil children whose parents desire education is very limited. Standard III is the highest reached.

PEGU DISTRICT.

Tamil education does not seem to improve in this district. Schools have fallen from 7 to 3, pupils from 116 to 54, Lower Primary passes from 27 to 7, and Upper Primary from 6 to none at all. The decreases are all due to want of support on the part of the Tamils themselves.

MOULMEIN TOWN.

With the same number of schools as before (12) attendance is practically the same. Full passes and earnings have decreased, probably owing to teachers being incompetent and unable in consequence to attract pupils to their schools.

Only 65 passes by the Lower Primary standards were secured as compared with 82 last year, while those by the Upper Primary fell from 19 to 18, although the IV Standard was attained for the first time.

The Deputy Inspector states that pupils either pass on to the Anglo-Vernacular schools or leave school after passing Standard II. This may be the case, but if the schools were efficient and popular, their places would be filled by new children and the normal attendance maintained.

(*d*) *Kachins.*

The following are the general statistics of Kachin schools for the year now ended:—

	1896-97.
Schools	1
Pupils	20
Full passes, I	4
Full passes, II	
Full passes, III	3
Full passes, IV	
Full passes, V	5
Full passes, VI	
Full passes, VII	
Grants paid	Rs. 289
Grant short paid	„ ...
Grants earned	„ 291
Certificated managers	1
Itinerant teachers	...
Certificated assistant teachers	...

The American Baptist Mission Kachin Vernacular School at Bhamo was the only one which could present pupils. It suffered during the year from sickness among its pupils, and only a small percentage could be presented.

SECTION VI.

SPECIAL INSTRUCTION.

49. Under this head come—

A.—Training schools for teachers.

B.—Technical schools.

C.—Professional schools.

50. The following are the statistics for the first and last years of the period :—

Class of institution.	1892-93.		1896-97.	
	Schools.	Pupils.	Schools.	Pupils.
Training schools for masters	2	59	2	159
Training schools for mistresses	3	105	4	83
Schools of art	...	...	...	...
Engineering and Survey schools	18	438	22	604
Industrial schools	2	50	...	...
Other schools	5	165	12	273
Law schools	1	21	1	16
Total ...	31	838	41	1,135

Engineering schools have increased owing to the opening of the Rangoon Engineering school and of additional survey schools. Industrial schools are two less, owing to the closing of the St. Peter's, Bassein, and the Mandalay Aided Industrial schools.

"Other schools," as they are called, show an increase owing to the opening of industrial branches in schools.

51. A.—TRAINING SCHOOLS FOR TEACHERS—

Name of school.	1892-93.		1896-97.	
	Schools.	Pupils.	Schools.	Pupils.
Normal School, Akyab	1	25	...	...
Normal School, Moulmein	1	34	1	83
Normal School, Baptist College, Rangoon	...	...	1	76
Normal School, American Baptist Mission Burmese Girls' School, Kemmendine.	1	44	1	32
Normal School, St. John's Convent Girls', Rangoon ...	1	16	1	18
Normal School, American Baptist Mission Morton Lane Girls', Moulmein.	1	45	1	22
Normal School St. Mary's S. P. G. Girls', Rangoon ...	...	...	1	11
Total ...	5	164	6	242

There are no Normal schools, Government or aided, in Upper Burma; but applications have been received for opening two aided ones. A number of stipends are reserved each year in the Moulmein Normal school for students from Upper Burma.

The quinquennial period now under report began with five Normal schools: it ends with six, there being two additions and one withdrawal. The Normal School, Akyab, was abolished and the school incorporated with the Government School, Moulmein.

Pupils increased from 164 to 242. The latter figure is an increase of 37 over that of last year. It is chiefly due to large increases in the attendance at the Government Normal School, Moulmein, and St. Mary's Normal School, Rangoon. The Morton Lane Normal School, Moulmein, and St. John's Convent Normal School, Rangoon, show decreases.

52. The annual examinations of the first and second year Normal classes have produced the results shown in the following table :—

(a) *Anglo-Vernacular.*

Name of school.	Secondary grade.								Primary grade.							
	1895-96.				1896-97.				1895-96.				1896-97.			
	First year.		*Second year.*		*First year.*		*Second year.*		*First year.*		*Second year.*		*First year.*		*Second year.*	
	Passes.	Total.	Passes.	Total.	Passes.	Total.	Passes.	Total.	Passes.	Total.	Passes.	Total.	Passes.	Total.	Passes.	Total.
Government Normal School, Moulmein	9	9	9	9	8	8	9	9	...	...	...	...	...	...	...	...
St. John's Convent Normal School, Rangoon ...	9	9	3	3	4	4	8	8	...	...	...	...	...	...	...	...
Baptist Mission Normal School, Rangoon	11	11	7	7	10	10	9	9	7	7	4	4	19	19	6	6
Total ...	29	29	19	19	22	22	26	26	7	7	4	4	19	19,	6	6

(b) *Vernacular.*

Name of school.	Secondary grade.								Primary grade.							
	1895-96.				1896-97.				1895-96.				1896-97.			
	First year.		*Second year.*		*First year.*		*Second year.*		*First year.*		*Second year.*		*First year.*		*Second year.*	
	Passes.	Total.	Passes.	Total.	Passes.	Total.	Passes.	Total.	Passes.	Total.	Passes.	Total.	Passes.	Total.	Passes.	Total.
Government Normal School, Moulmein	16	16	13	13	*8	8	9	9	...	...	...	...	...	...	...	...
Morton Lane Girls' School, Moulmein	1	1	6	6	2	2	1	1	...	...	...	...	13	13	...	...
Baptist Mission Normal School, Alôn, Rangoon ...	2	2	2	2	6	6	3	3	...	...	...	...	...	...	...	...
American Baptist Mission Girls' School, Kemmendine	6	6	12	12	13	13	5	5	...	...	...	...	...	...	...	...
St. Mary's S. P. G. School, Rangoon	6	6	...	...	4	4	4	4	...	...	...	...	...	...	...	...
Total ...	31	31	33	33	33	33	22	22	...	...	..	...	13	13	...	...

* Includes Urdu candidates.

(*a*) *Anglo-Vernacular.*

The numbers presented from the first and second year Anglo-Vernacular Normal classes are small. All the students presented passed, and their papers showed careful training and teaching. The papers from the Baptist College Normal School, however, were wanting in neatness. Pupils from the Government Normal School, Moulmein, had not had sufficient practice in writing notes of lessons, and the answers of some of the pupils of St. John's Convent were somewhat meagre.

(*b*) *Vernacular.*

Morton Lane Normal School is the only one presenting candidates for the first year Primary Grade. It passed a creditable number.

The Government Normal School shows much fewer passes than last year. There seems to be some difficulty in getting students of the right sort to join. The decrease in passes is due to fewer presentations.

The Baptist Normal School, Rangoon, shows slight increases under both years.

The Burmese Girls' School, Kemmendine, shows a large increase under the first year, but an equal falling off under the second.

St. Mary's S. P. G, Rangoon, passed only 4 pupils against 6 last year.

53. The results of the final Teacher's Test Examination, as far as Normal schools are concerned, are given below :—

Name of school.	Anglo-Vernacular.				Vernacular.			
	Secondary Grade.		*Primary Grade.*		*Secondary Grade.*		*Primary Grade.*	
	1893-94.	1896-97.	1893-94.	1896-97.	1893-94.	1896-97.	1893-94.	1896-97.
Government Normal School, Moulmein.	1	5	6	...	17	12	...	...
St. John's Convent Normal School, Rangoon.	...	2	...	...	...	...	...	...
American Baptist Mission Girls' Normal School, Kemmendine.	...	...	...	...	9	8	...	...
Morton Lane Girls' Normal School, Moulmein.	...	...	...	...	9	3	...	...
Baptist Mission Normal School, Rangoon.-	...	5	...	4	...	4	...	...
St. Mary's Normal School, Rangoon.	...	...	...	...	...	...	...	...
Total ...	1	12	6	4	35	27	...	...

As no passes were obtained by the Normal schools in this examination in 1892-93, the first passes shown are those of 1893-94.

The increase under the head of Anglo-Vernacular Secondary grade is very encouraging.

The Government Normal School sent up 8 candidates and 5 passed. The Baptist Mission Normal School sent up 5 candidates, all of whom passed.

St. John's Convent passed 2 out of 3 candidates.

The Government Normal School does not train Normal students of the Primary grade.

The Baptist College passed 4 candidates by the Primary grade.

On the Vernacular side the *Government Normal School* passed 12, a smaller number than it passed four years ago. This is due to fewer presentations.

The Girls' Normal School, Kemmendine, maintains the place it did, but the Morton Lane Normal School, Moulmein, shows a falling off from 9 to 3. This is due to some extent to fewer presentations.

St. Mary's Normal School, Rangoon, has not been long enough established to send up third-year candidates.

54. The results of the final Teachers' Test, as far as the Normal schools are concerned, are here given :—

Name of school.	Anglo-Vernacular.								Vernacular.							
	Secondary Grade.				*Primary Grade.*				*Secondary Grade.*				*Primary Grade.*			
	1895-96.		1896-97.		1895-96.		1896-97.		1895-96.		1896-97.		1895-96.		1896-97.	
	Present.	Passed.	Present.	Passed.	Present.	Passed.	Present.	Passed.	Present.	Passed.	Present.	Passed.	Present.	Passed.	Present.	Passed.
Government Normal School Moulmein.	8	1	8	5	...	...	...	...	...	...	18	12	...	...	...	...
St. John's Convent Normal School, Rangoon.	4	3	3	2	...	...	...	...	...	...	...	...	...	...	...	...
American Baptist Mission Girls' Normal School, Kemmendine.	...	...	...	...	...	...	...	...	6	2	14	8	...	...	...	...
Morton Lane Girls' Normal School, Moulmein.	...	...	...	...	...	...	...	...	7	6	7	3	...	...	...	...
Baptist Mission Normal School, Rangoon.	9	2	5	5	7	5	4	4	4	...	4	4	...	...	...	...
Total ...	21	6	16	12	7	5	4	4	17	8	43	27	...	...	...	...

55. The following statement shows the percentage of passes for the final theoretical tests in the examinations for Teachers' certificates for the past two years :—

Grade of examination.	1895-96.			1896-97.		
	Presented.	Passed.	Percentage of passes.	Presented.	Passed.	Percentage of passes.
Vernacular Primary ...	296	81	27·4	239	23	9·6
Anglo-Vernacular Primary ...	80	22	27·5	78	33	42·3
Vernacular Secondary ...	207	44	21·3	254	62	24·4
Anglo-Vernacular Secondary ...	80	20	25·0	87	42	48·3
Anglo-Vernacular Higher ...	7	1	14·3	7	5	71·4
Total ...	670	168	25·1	665	165	24·8

B.—Technical Schools.

(*a*) *Industrial.*

56. *American Baptist Mission Bghai-Karen School, Toungoo.*—The following are the results of the year's work :—

Subject.	Passes.			
	IV.	V.	VI.	VII.
Printing	1	2	1	1
Book-binding	2	2	1	1
Carpentry	7	...	...	...
Blacksmith	3	1	...	...
Weaving	6	...	...	...
Total ...	19	5	2	2

Attendance at this institution has improved and has in the various departments been as follows :—

Printing	4·25
Book-binding	5·06
Carpentry	6·8
Smithing	3·78
Weaving	8·47

The number examined was 28; all of whom passed.

The Printing department being the oldest, naturally shows the greatest proficiency. The work is done well and quietly.

The book-binding is not far behind.

In the carpenters' shop a skilled instructor is employed, and the seven lads working under him have made fair progress.

The blacksmiths do neat work up to the required standard and turn out various articles, such as knives (*das, &c.*).

The weaving-room employs six girls, and turns out excellent cloth, which finds a ready sale at fairly good prices.

The "workshop" has been practically completed so far as the building goes.

Plant and tools are needed. The supply of the necessary articles would more than anything else tend to promote progress and secure success.

(*b*) *Kindergarten and Slojd.*

(*1*) *Kindergarten.*—The average attendances at the various classes were as follows:—

School.	First year.	Second year.
St. Mary's S. P. G. School, Rangoon	2	12
Diocesan Girls' School, Rangoon	20	...
Methodist Episcopal Girls' School, Rangoon	15	17
St. John's Convent School, Rangoon	15	32
Baptist College (Alôn), Rangoon	12	7
American Baptist Mission Girls' School, Kemmendine	5	12
American Baptist Tamil and Telegu School, 73, Dalhousie Street	21	...
American Baptist Mission, Pwo-Karen, Bassein	5	...
Government Normal School, Moulmein	14	3
American Baptist Mission Girls,' Moulmein	14	14
St. Joseph's Convent, Moulmein	15	...
St. Joseph's Convent, Mandalay	40	...
Total ...	178	97

Good work has been done as a rule in all these classes.

Diocesan Girls' School.—The class has greatly improved; 34 children were examined in the work of the first year and all passed.

Methodist Episcopal Girls' School.—The classes have been carried on regularly, but attendance has not been so good as could be desired.

Kemmendine Girls' School.—Excellent work has been done and great credit is due to the two Burmese mistresses who have been in immediate charge.

It is to be regretted that Mah Mai, the more experienced, has been called away to other work elsewhere.

St. John's Convent.—The Kindergarten school is conducted in an efficient manner, but there was an attempt to subdivide too much.

American Baptist Mission Tamil School, Dalhousie Street.—This school was efficiently supervised by Miss Armstrong. The work done during the year, the intelligence of the children, and the manner in which they acquitted themselves reflect the highest credit on her. The school is well attended and is evidently highly appreciated in the neighbourhood.

The Baptist College.—Excellent work has been done here under the superintendence of Mrs. Hicks. Action songs were specially good. All the candidates presented passed.

Government Normal School, Moulmein.—The Kindergarten class remains small, the average attendance being but 20. The work done is thorough, and the class enables Normal students to acquire a practical knowledge of Kindergarten principles.

Morton Lane Girls' School, Moulmein.—Work has been carried on with vigour. It will shortly be accommodated in a more spacious building, where it will have ample space to grow.

A class has been opened in St. Joseph's Convent, Mandalay.

(2) *Slojd.*—A beginning has been made in the Government School, Moulmein.

(*c*) *Vocal music.*

Sgaw-Karen School, Bassein.—The candidates in all standards (I-VII) passed a very satisfactory examination.

Methodist Episcopal Girls', Rangoon.—This school has made an excellent beginning with Tonic Sol-Fa in the lower classes, and the Staff Notation in the higher.

Cantonment School, Moulmein.—Here progress has been well maintained, and the class has done much to make the Sol-Fa system known in the town.

The American Baptist Mission Pwo-Karen School, Bassein.—Sixty-one passed the prescribed tests in Standards I—VII.

St. Joseph's Convent, Mandalay, presented pupils, but the result was poor.

The following table shows the passes :—

School.	Infant class.	Standards I and II.	Standards III and IV.	Standards V, VI, VII.
American Baptist Mission, Sgaw-Karen, Bassein ...	...	83	133	74
American Baptist Mission, Pwo-Karen, Bassein ...	...	28	26	7
Methodist Episcopal Girls', Rangoon	32	173	51	...
Cantonment School, Moulmein	...	14	10	17
Total ...	32	298	220	98

As I pointed out in the introduction, Mr. Sheriff at the Teachers' Institute is doing much to train teachers for this work.

(*d*) *Schools of Art.*

During the year advantage was taken of the aptitude of the Burmans for drawing to institute Teachers' certificates in that subject. Two grades of instruction were drawn up, a Primary and a Secondary; the former qualifying for grants in all Vernacular and the Primary Department of Anglo-Vernacular Schools, the latter qualifying in the Middle and High departments of Anglo-Vernacular schools.

A beginning was made with free-hand and geometry in each grade. At three centres only—Prome, Pegu and Rangoon—was it possible to open classes owing to the late period of the year at which the scheme was finally issued. In the case of the two former centres, the services of the drawing master of the Municipal school were utilized, while in Rangoon a special class was opened in connection with the Teachers' Institute. With a view to bring drawing within the reach of all lay schools, special provision was made for Itinerant teachers by attaching them for one month to these drawing schools to receive daily instruction, those from Prome and Thayetmyo districts assembling at Prome, and those from Pegu and Hanthawaddy districts at Pegu. Similar arrangements should be made in the other circles. An examination was held in November and the results are shown in the following table :—

District.	First grade.		Second grade.	
	Passes.	Excellent.	Passes.	Excellent.
Rangoon	8	4	4	...
Hanthawaddy	8	2	...	...
Pegu	12	6	...	...
Prome	53	12	1	2
Thayetmyo	4	2	...	...
Tavoy	...	...	...	2
Toungoo	...	...	3	1
Thôngwa	1	...	1	...
Mergui	1	2	...	...
Total ...	87	28	9	5

The passes, including Excellents, gained by Itinerant teachers, were 129. *Our object is to train teachers who will introduce drawing in the Vernacular lay schools.* Next year it is proposed to hold the Itinerant teachers' class in the early part of the year so that they may not be withdrawn from their duties during the Lenten period, when Burmese schools, especially monastic, are best attended.

The work of examination was undertaken by the Inspector of Schools, Central Circle, who reports very highly on the character of the work done. In Prome and Pegu the results were most satisfactory, but Rangoon left a good deal to be desired.

In future, classes in all subjects will be opened and, should they be as well attended as they have been, the success of the scheme is assured.

Drawing in Anglo-Vernacular schools maintains its position. In all Government and Municipal schools it is studied with considerable success. Schools will now be required to adhere strictly to the curriculum laid down in the Code, except with regard to Shading from the cast, which, for the present, will not be required. The following shows the schools in which this subject was taught.

Name of school.	Number passed.				
	III.	IV.	V.	VI.	VII.
Rangoon College	88	...	22	36	25
High School, Moulmein	...	51	28	17	19
Municipal School, Mergui	11	17	14	10	3
Municipal School, Tavoy	14	...	...	...	10
Municipal School, Shwegyin	9	15	8	19	6
Municipal School, Pegu	20*	25*	26*	8*	6*
Municipal School, Paungdè	8*	11*	7*	4	4*
Municipal School, Bassein	18	...	...	...	...
Municipal School, Yandoon	16	7	20	6	9
Municipal School, Akyab	27	7	10	6	4
Municipal School, Kyaukpyu	3	16	4	8	...
Municipal School, Sandoway	7	19	7	4	5
Municipal School, Myanaung	7	3	...	...	...
Municipal School, Ngathainggyaung	7	3	...	...	...
Baptist College (Alôn), Rangoon	22	30	21	23	14
St. Paul's Roman Catholic Mission, Rangoon ...	97	122	...	...	...
Lutheran Mission, Rangoon	...	3	5	2	5
St. Patrick's Roman Catholic Mission, Moulmein ...	28	...	...	...	...
St. Andrew's S. P. G, Thayetmyo	5	...	6	10	...
American Baptist Mission, Burmese, Bassein	13	...	10	...	...
American Baptist Mission, Pwo-Karen Bassein... ...	14	13	7	...	...
American Baptist Mission, Karen, Henzada	18	1	4	10	2
Total ...	432	343	199	163	112

(*e*) *Drill.*

Drill is carried on energetically in all Municipal schools. In the Rangoon College drill has not yet been presented for examination. Among the aided schools St. Andrew's School, Thayetmyo, takes a good place both in drill and gymnastics. Even the smaller children show very creditable proficiency in the latter.

In Upper Burma, the American Baptist Mission Boys' School, Mandalay, did well.

A successful attempt has been made to instruct the Itinerant lay school teachers in the Hanthawaddy district in the elements of drill, and there are now several Vernacular schools which show promise. A more general attempt might be made to hold classes in Drill for Itinerant teachers at the same time as the Drawing classes are held. The drill masters of Municipal and Government schools could be utilized and much good would result to Vernacular schools.

(*f*) *Calisthenics and Musical drill.*

Calisthenics and Musical drill are practised in St. Joseph's Convent, Moulmein, the Diocesan Girls' School, the Methodist Episcopal Girls' School,

* In these standards drawing was examined as a class subject.

Rangoon, the American Baptist Mission Girls' School, Kemmendine, St. Joseph's Convent, Mandalay, and the American Baptist Mission School, Mandalay. These exercises have also been introduced into the American Baptist Mission Girls' School, Moulmein.

C.—PROFESSIONAL SCHOOLS.

(*a*) *Law.*

57. Mr. Chan Toon, Barrister-at-Law, Law Lecturer, left on leave in February 1893, and Mr. P. C. Sen, Barrister-at-Law, officiated in his absence till August 1893. Mr. Chan Toon again took leave in February 1895 and Mr. B. P. Lentaigne, Barrister-at-Law, officiated till his return in July 1896.

The following are the statistics of the Law Class from 1892—97 :—

Law Class.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Number on rolls	29	13	24	11	12
Attendance	21	13	22·4	7·5	9·4

(*b*) *Engineering.*

The Engineering School was opened in May 1895, and in March of this year the first examination was held for the appointments in the Upper and Lower Subordinate branches of the Public Works Department.

For the former B. Simeons and R. Patterson were the successful candidates, and they have been appointed Apprentice Overseers, 2nd grade. For the latter only three candidates qualified for five vacancies, namely, Abdul Jabbar, Maung Po Lôk, and Maung Tun U, and they have been appointed Sub-Overseers, 3rd grade.

The attendance has been—

		1895-96.	1896-97.
Upper Subordinate	1st year	4	3
	2nd year	...	4
Lower Subordinate	1st year	6	3
	2nd year	...	6
	Total ...	10	16

When opened, the school was placed under Sergeant Symons of the Public Works Department, who was transferred from the Central Provinces. Ill health has compelled him to resign and his place has been taken by Mr. F. Mitchell, a passed engineer from Roorkee. In April 1896 the opening of the 2nd year classes necessitated the appointment of a Second Master, and Maung Kyaw Tun was appointed.

The change in Head Masters and the circumstances connected with Sergeant Symons' illness interfered a great deal with the work. But for that, the results would have been better. The school is now in good hands and will do well. *School managers seem slow in realizing the advantages this school holds out to their pupils.*

I have to acknowledge my thanks to Messrs. Newton, Hoyne Fox, C. Jones, and the late Maung Po Thaing, of the Public Works Department, for their kind help in conducting the examinations of the 1st and 2nd years, and for many valuable hints regarding the work to be done by the pupils.

The income from fees for the last two years has been :—

	Rs.
1895-96	334
1896-97	596

The expenditure, including the initial outlay for furniture and apparatus, has been—

	Rs.
1895-96	7,925
1896-97	7,895

(*c*) *Medical.*

(*a*) During the quinquennial period the Dufferin Maternity Hospital has been under the charge of Miss H. Forbes, the Resident Medical Officer, and two Burmese Assistants, Mah Moh and Mah Eng Ngwai.

The institution has made very steady progress. The following table shows the number of pupils trained during the past five years :—

	Trained and left.						Remarks.
	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	Total.	
Europeans	...	1	2	2	...	5	
Eurasians	2	1	3	4	3	13	
Burmese	1	1	4	4	2	12	
Karens	8	11	...	1	10	30	
Shans	...	2	...	...	...	2	
Total ...	11	16	9	11	15	62	

During the first year of the period 13 pupils passed the examination in midwifery and 14 in sick-nursing. Out of these 11 pupils completed their course of training. At the end of the period 15 pupils completed their course of training in midwifery, sick-nursing, and vaccination and passed the required examinations; of these three were Eurasians, two Burmese, and 10 Karens.

Since the opening of the institution in 1888, 103 women have completed their course of training.

The examinations of the pupils are conducted by local medical men, who generally express themselves as satisfied with the practical nature of the training which the young women receive, and of the standard to which they are educated. At the close of the period there were 22 pupils under tuition, all residing at the hospital; of these 2 are Eurasians, 7 Burmese, and 13 Karens.

In 1896-97 there were 513 in-patients and 762 out-patients. Of the former 10 were Europeans, 81 Eurasians, 158 Burmese, and 264 Natives of India, and of the latter 22 Europeans, 92 Eurasians, 404 Burmese, and 244 Natives of India.

The Annual Report states—

"The Committee note with gratification that there has been a further increase in the number of Burmese women both as in-patients and out-patients.

"This is almost entirely due to the care and exertions of Miss H. Forbes, L.M.S. the Lady Doctor in charge of the institution. She has a thorough knowledge of the Burmese launguage and is beloved and respected by her pupils and patients.

"Her efforts are well supported by her Burmese Assistants, Mah Moh and Mah Eng Ngwai."

One or two scholarships are given annually by the Educational Syndicate from the St. Barbe Fund.

The grant of Rs. 8,000 yearly from Provincial and Municipal Funds is being continued to the institution.

No details have been furnished as to the nature of the employment the passed students get.

(*b*) The following are the statistics of the hospital scholars who have joined the Madras Medical College during the past five years :—

	Number appointed.	Number passed.
1892-93	5	3
1893-94	5	1
1894-95	5	2
1895-96	5	2
1896-97	4	...
Total ...	24	8

The following are the statistics of the Medical pupils sent to Calcutta to be trained as Assistant Surgeons :—

	Number appointed	Number passed.
1892-93	1	1
1893-94	...	...
1894-95	1	...
1895-96	...	...
1896-97	2	...
Total ...	4	1

The following table shows the number of Medical scholars and the schools they have been at for the past five years :—

	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Calcutta Medical College { Males	1	1	2	1	3
Calcutta Medical College { Females	3	3	4	3	4
Madras Auxiliary Medical School ...	13	6	7	4	8
Attending Hospitals in the Province for the Pre-collegiate School.	3	4	...	6	4
Total ...	20	14	13	14	19

(*d*) *Mechanical Engineering.*

For the past five years 335 lads have been under training as indentured apprentices in the Railway workshops at Insein: 174 Europeans and Eurasians; 75 Karens, 68 Burmans, 14 Madrasis, 1 Bengali, 2 Mahomedans, and 1 Hindu—

	Number of apprentices.
1892-93	64
1893-94	74
1894-95	70
1895-96	67
1896-97	60
Total ...	335

During the past five years 132 European apprentices have been in receipt of stipends from the European Stipend Board.

They have been at work in the following places :—

	1892-93.	1893-94.	1894-95.	1895-96	1896-97.
Dalla Dockyard	3	1	1	3	3
Sailing vessel *British Empire*	1	...	...	...	...
Railway Workshop, Insein	18	18	15	14	16
Arakan Flotilla, Akyab	...	...	...	...	1
St. Peter's Technical Institute, Bassein	2	4	4	6	...
Bombay Burma Trading Corporation's Saw-mill, Rangoon	...	...	...	...	2
Municipal Workshops, Rangoon	2	2	2	1	1
Executive Engineer's Office, Rangoon	...	...	1	...	...
Irrawaddy Flotilla Dockyard, Mandalay	...	...	...	1	2
Messrs. Bulloch Brothers and Company's Foundry, Pazundaung.	...	1	1	...	1
Bombay Burma Trading Coporation's Saw-mill, Moulmein.	...	...	...	1	1
Salween Steam Navigation Company's Workshop, Moulmein.	1	...	..	...	...
Locomotive and Carriage Department Workshop, Ywataung.	...	...	1	1	...
Total ...	27	26	25	27	27

(*e*) *Commercial instruction.*

Beyond the classes opened in Maduray Pillay's school and worked in connection with the "Rangoon Teachers' Association" in Short-hand, "Commercial arithmetic," and "Book-keeping," none have been formed elsewhere.

An examination was held in March 1897 with the following results:—

Subject.	Passes.			
	IV.	V.	VI.	VII.
Book-keeping	12	...	9	...
Commercial correspondence	11	5	...	...
Commercial arithmetic	16	...	3	6
Short-hand	...	...	4	...
Total ...	39	5	16	6

(*f*) *Pali.*

The scheme for reviving the *Patamabayan* examinations has proved most popular, and has been taken up by the monks in Upper and Lower Burma with great zeal. The Burman community has also appreciated the movement and came forward to give it every encouragement. To the leading *lugyis* of Rangoon and Mandalay, and to the authorities of the Shwe Dagôn and Arakan Pagodas, our thanks are due for the admirable arrangements in connection with the examinations and for the hospitality they have shown to the candidates.

Two examinations have been held, but the second one, at which all four grades were examined, comes rightly into the Report for 1897-98 as the examinations are held in June each year.

Last year's results are—

Patama Lat.

	Number presented.	Number passed.
Monks	38	12
Laymen	12	5

Patama Nge.

	Number presented.	Number passed.
Monks	28	12
Laymen	34	5

A gratifying feature has been an application by telegram from the Talaing monks of Amherst to be examined through the medium of Talaing. Unfortunately the request came a day or two only before the examination and we could not meet it. But arrangements will be made to have them examined next year.

Good and reliable editions of the text-books necessary for these examinations are being prepared.

In connection with this department, I acknowledge with thanks the assistance I have had from Mr. Hla Oung, Assistant Comptroller, Mr. Lonsdale, Saya Gyi, Saya Ba, and Saya Pyè.

Maung Po San, Deputy Inspector of Schools, Mandalay, Maung So Pè, Deputy Inspector of Schools, Mandalay District, Maung Shwe Hmôn, Deputy Inspector of Schools, Rangoon, and Maung Môn, Deputy Inspector of Schools, Hanthawaddy, have done much to make these examinations a success.

The monks and *lugyis* of Upper and Lower Burma interested in this movement have been specially gratified and encouraged by the visit His Honour the Lieutenant-Governor paid to the Examination Hall when the examinations were going on.

SECTION VII.

FEMALE EDUCATION.

58. *Explanation of the maps.*—The maps given at the commencement of Sections IV and V show the percentage of boys and girls in the Secondary and Primary stages of instruction. The maps in this section show the percentage of girls in all classes of public and private institutions. The figures upon which the maps are based are given in the following table:—

Division.	1892-93.		1896-97.	
	Female scholars.	Percentage of total scholars to the female population of school-going age.	Female scholars.	Percentage of total scholars to the female population of school-going age.
Arakan division	2,518	5·3	1,405	3·0
Pegu division	6,197	6·2	9,126	9·1
Irrawaddy division	4,011	3·6	7,074	6·3
Tenasserim division	5,308	7·6	5,571	8·02
Mandalay division	2,555	5·3	3,752	7·7
Sagaing division	1,333	2·5	2,142	3·9
Minbu division	1,398	1·6	1,637	2·00
Meiktila division...	1,035	2·4	1,886	4·5

59. The following are the statistics for female education for Upper and Lower Burma:—

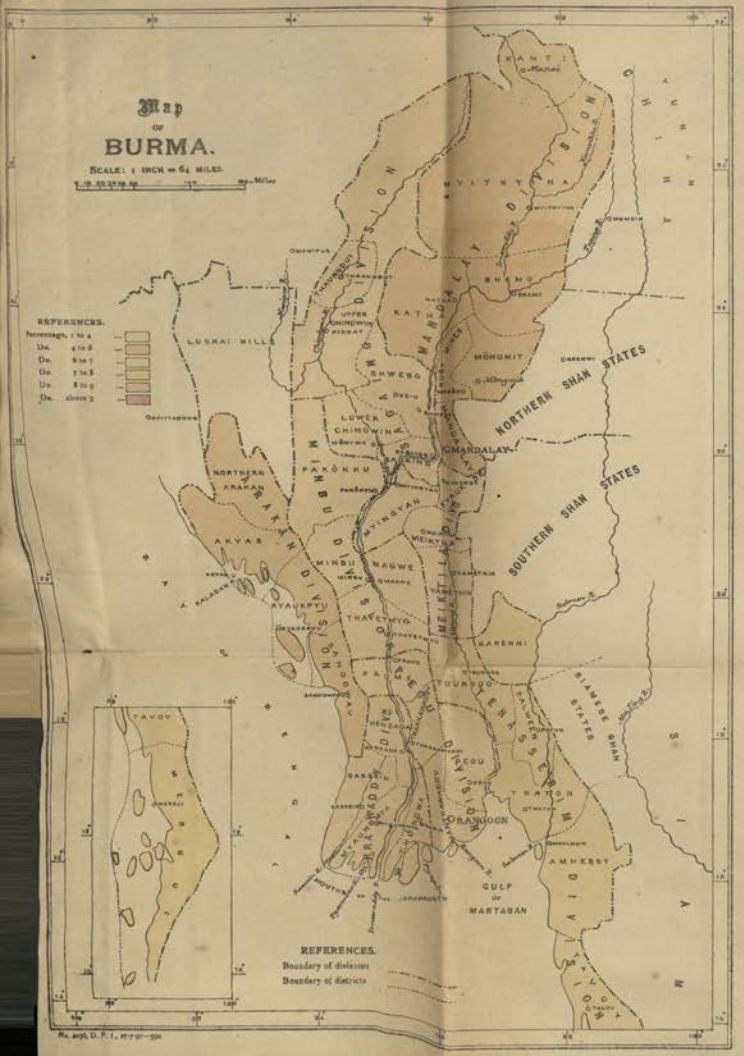
Name of school.	1892-93.		1896-97.	
	Schools.	Pupils.	Schools.	Pupils.
Under public management—				
Maintained by the department	3	105	4	83
Maintained by Municipal Boards	1	74	1	160
Under private management—				
Anglo-Vernacular schools registered under the Grant-in-Aid Rules.	19	1,004	17	1,692
Aided Indigenous Vernacular schools	71	1,963	201	7,057
Unaided Indigenous Vernacular schools	34	440	58	1,049
Total ...	128	3,586	281	10,041
Boys' schools to which girls are admitted	1,263	17,483	1,961	19,896
Private institutions for indigenous instruction	478	3,286	775	2,656
GRAND TOTAL ...	1,869	24,355	3,017	32,593

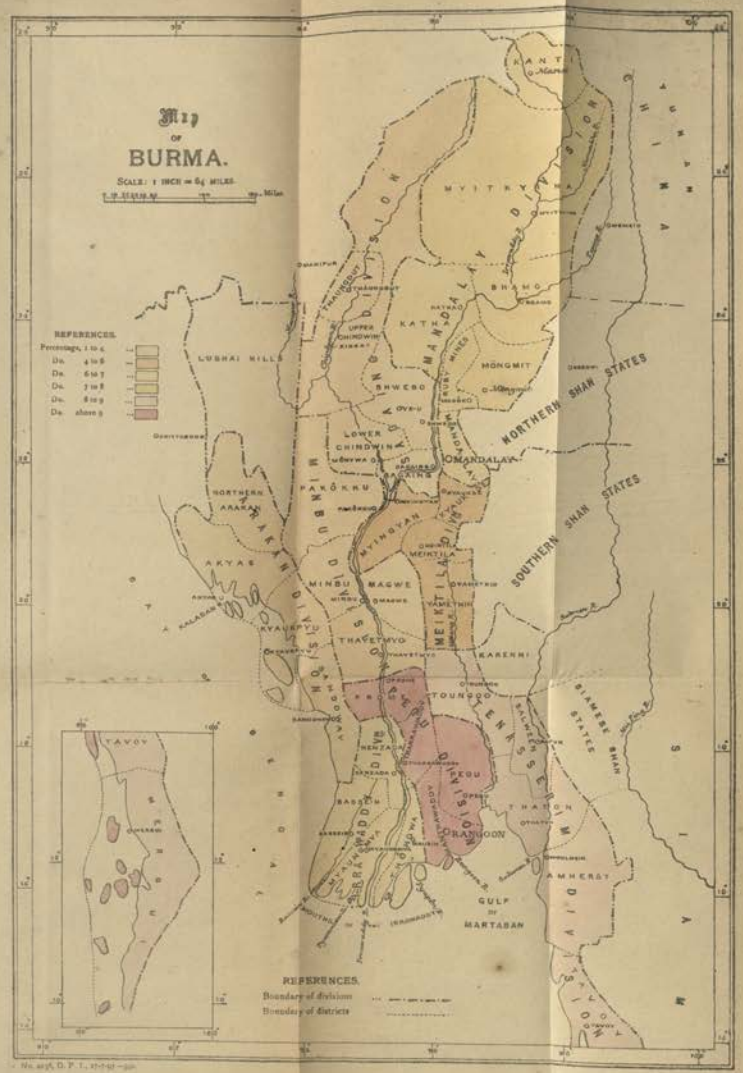
In Lower Burma the Grant-in-Aid Girls' Schools have increased 25 per cent in number and the number of pupils 63 per cent.

During the quinquennial period the number of aided indigenous Vernacular schools has risen from 39 to 95, while the attendance has almost trebled.

Unaided indigenous Vernacular schools have also increased in number, but the average attendance at these schools is only about one-third of that at the aided schools. Boys' schools which receive girls have increased nearly 20 per cent.

In the matter of passes there has been satisfactory progress during the five years.


Map
OF
BURMA.
SCALE: 1 INCH = 64 MILES.
REFERENCES.
Percentage, 1 to 4
Do. 4 to 6
Do. 6 to 7
Do. 7 to 8
Do. 8 to 9
Do. above 9
KANTI
MYITKYINA DIVISION
BHAMO
KATHA
MONGMIT
SHWEBO
UPPER CHINDWIN
LUSHAI HILLS
LOWER CHINDWIN
MANDALAY
NORTHERN SHAN STATES
SOUTHERN SHAN STATES
PAKÖKKU
NORTHERN ARAKAN
AKYAB
MINBU
MAGWE
THAYETMYO
KYAUKPYU DIVISION
MYINGYAN
MEIKTILA
KARENNI
TOUNGOO
SALWEEN DIVISION
SITTANG VALLEY
PEGU DIVISION
BASSEIN
THATON
RANGOON
AMHERST DIVISION
GULF OF MARTABAN
TAVOY
MERGUI
REFERENCES.
Boundary of divisions
Boundary of districts


Map
OF
BURMA.
SCALE: 1 INCH = 64 MILES.
REFERENCES.
Percentage, 1 to 4
Do. 4 to 6
Do. 6 to 7
Do. 7 to 8
Do. 8 to 9
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KANTI
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THAYETMYO
KYAUKPYU DIVISION
MYINGYAN
MEIKTILA
KARENNI
TOUNGOO
SALWEEN DIVISION
SITTANG VALLEY
PEGU DIVISION
BASSEIN
THATON
RANGOON
AMHERST DIVISION
GULF OF MARTABAN
TAVOY
MERGUI
REFERENCES.
Boundary of divisions
Boundary of districts

In the higher examinations we find one girl in 1895-96 among the B.A. passes.

The passes in Standards VIII and IX have nearly quadrupled. In 1896-97 21 girls passed the VII Standard Examination, and 13, of whom 2 were placed in the 1st division, passed the Entrance.

A girl pupil from the Government High School, Moulmein, obtained the 2nd place in the province in order of merit.

In the Lower Anglo-Vernacular Standards, owing to a higher standard of excellence being required, the increase in the number of passes is not so marked; but the marked improvement in the Entrance classes seems to show that the passes are of a better quality.

In Burmese indigenous schools, while passes have dropped 23 per cent. in Standards V, VI, and VII, they have more than doubled in Standards III and IV and have increased 43 per cent. in Standards I and II.

Karen indigenous schools have made very satisfactory progress in the number of passes. In Standards V—VII there are 37 passes against 4 at the beginning of the quinquennial period. There is an increase of 70 per cent. in Standards III and IV, while in Standards I and II the number of passes has doubled.

Tamil girls, who secured no passes at the beginning of the quinquennial period, have at the end 110 passes in Standards I and II.

In Upper Burma there are no girls' schools under public management.

The number of aided Anglo-Vernacular girls' schools has increased from 3 to 4, and the attendance has increased 32 per cent.

Aided Vernacular girls' schools have increased from 32 to 106 and the attendance has almost trebled. The number of unaided girls' schools and of pupils have also increased.

It will be seen that the number of female public schools and female pupils attending these schools has during the last five years more than doubled.

With regard to private institutions there is a decrease in the number of schools and also in the number of girls attending these schools. This is due to many of the schools, which were in 1891-92 private, being now on the Public list.

There are no Normal schools for girls in Upper Burma. A Kindergarten class has just been opened at St. Joseph's Convent, Mandalay, with an attendance of 20 girls.

There are also no Vernacular schools for girls only in Upper Burma, all schools where girls attend being mixed. A good lay school for girls only would succeed in Mandalay town.

In registered grant-in-aid schools the progress during the past five years cannot be said to be satisfactory. For the year under report Anglo-Vernacular schools have been required to pass by tests equal in difficulty to those in Lower Burma. This has considerably reduced the number of passes obtained. There is an increase in the passes gained by the Lower and the Upper Primary Standards, but a falling off in those obtained by the Middle standards. In the IX Standard only one pass was obtained.

The number of passes obtained by the Primary Standards in Burmese Vernacular schools shows satisfactory progress, but six passes only by the Middle Standard is a poor result. The reason for this is that in Upper Burma lay school managers are unable to teach beyond Standards III or IV, and there is no inducement for them to go higher.

Among the Kachins there is still only one aided Vernacular school. The number of passes for the year under report would have been much larger but for sickness, only a small percentage of the pupils on the rolls being present at the examination.

60. The following statement shows the number of girl-pupils who have passed the several standards in the various schools :—

Class of schools.	B. A.					F. A.					Entrance, Standards VIII and IX.					Middle stage, Standards V, VI, and VII.					Upper primary stage, Standards III and IV.					Lower primary stage, Standards I and II.				
	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.
Government and Municipal.	...	...	..	1	...	...	1	1	1	1	...	...	1	...	3	...	2	2	...	...	10	13	12	6	6	36	26	24	40	26
Registered under Grant-in-Aid Rules.	...	...	...	...	...	...	...	...	...	...	10	4	21	33	34	164	193	167	168	163	259	293	217	327	305	377	392	349	399	422
Burmese indigenous ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	89	73	74	62	74	222	362	423	523	521	3,346	3,650	4,259	4,942	5,313
Karen indigenous ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	15	21	39	37	213	277	260	297	369	886	1,237	1,020	1,218	1,614
Mahomedans ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	10	7	4	5	34	39	58	17
Tamil	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	..	...	10	8	15	...	...	59	86	95
Total ...	...	...	...	1	...	...	1	1	1	1	10	4	22	33	37	257	283	264	269	274	704	945	932	1,168	1,220	4,650	5,339	5,750	6,743	7,487

SECTION VIII.

EDUCATION OF SPECIAL CLASSES.

(*a*) *Europeans.*

61. The following statement shows the number of schools attended by European pupils only, and the number of pupils in them :—

Name of school.	Number of schools on 31st March		Number of scholars on 31st March					
			1892-93.			1896-97.		
	1892-93.	1896-97.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS—								
Aided for boys. { High schools ...	1	1	132	...	132	169	...	169
{ Middle schools	3	1	45	54	99	31	33	64
Total ...	4	2	177	54	231	200	33	233
Aided for girls. { High schools ...	5	6	107	525	632	209	713	922
{ Middle schools	6	6	89	133	222	143	157	300
Total ...	11	12	196	658	854	352	870	1,222
Total Secondary Schools ...	15	14	373	712	1,085	552	903	1,455
PRIMARY SCHOOLS—								
For boys	1	1	10	12	22	7	8	15
For girls	1	1	...	25	25	...	29	29
Total Primary Schools ...	2	2	10	37	47	7	37	44
SPECIAL SCHOOLS—								
For boys	...	...	...	...	...	...	...	...
For girls	3	6	43	64	107	60	109	169
Total Special Schools ...	3	6	43	64	107	60	109	169
GRAND TOTAL ...	20	22	426	813	1,239	619	1,049	1,668

In the following schools European pupils are specially provided for. The figures shown against each school represent the number of pupils of all races, including Europeans, in attendance on the 31st March :—

	Pupils.
St. John's Convent, Rangoon	216
Episcopal Methodist Girls' High School, Rangoon	217
Diocesan Girls' High School, Rangoon	88
Diocesan Boys' High School, Rangoon	169
Old Convent (English), Rangoon	62
St. Philip's School, Rangoon	64
Bishop's Home School, Rangoon	29
Episcopal Methodist Girl's High School, Rangoon (Kindergarten department).	29
St. John's Convent (Kindergarten department), Rangoon	47
St. John's Convent (Normal School department), Rangoon	18
English Girls' High School, Moulmein	87
Cantonment School, Moulmein	50
St. Joseph's Convent, Moulmein	140
St. Matthew's School, Moulmein	30
St. Anne's Convent, Akyab	65
St. Joseph's Convent, Mandalay	174
American Baptist Mission European and Eurasian Girls' School, Mandalay.	78
Railway School, Yamèthin	15
Diocesan Girls' High School (Kindergarten department), Rangoon ...	20
St. Agnes' School, 35th Street, Rangoon	15
St. Joseph's Convent (Kindergarten department), Moulmein ...	15
St. Joseph's Convent (Kindergarten department), Mandalay ...	40
Total ...	1,668

62. The following table shows the cost of European education in the 22 Schools maintained for Europeans only :—

Heads of expenditure.	1892-93.		1896-97.	
	Government expenditure (net).	Total expenditure.	Government expenditure (net).	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
Secondary education	19,195	68,467	25,729	93,805
Primary education	340	4,182	609	5,698
Special education	2,018	2,846	4,325	6,756
Scholarships	...	...	1,630	1,630
Buildings	1,000	10,994	5,500	11,000
Superintendence	...	10,351	...	13,024
Furniture and apparatus (special grants only) ...	180	1,139	850	1,700
Miscellaneous	...	3,484	...	1,178
Total ...	22,733	1,01,463	38,643	1,34,791

63. The following gives the particulars according to the stages of instruction :—

Class of school.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation Examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary stage.						GRAND TOTAL.		
												Reading printed books.			*Not reading printed books.*					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For Boys — Government — English																				
For Boys — Government — Vernacular																				
For Boys — Local fund — English																				
For Boys — Local fund — Vernacular																				
For Boys — Municipal — English																				
For Boys — Municipal — Vernacular																				
For Boys — Native States — English																				
For Boys — Native States — Vernacular																				
For Boys — Aided — English			2	233	15	...	15	62	2	64	75	5	80	48	26	74	...	...	...	200	33	233
For Boys — Aided — Vernacular																				
For Boys — Unaided — English																				
For Boys — Unaided — Vernacular																				
For Boys — Total			2	233	15	...	15	62	2	64	75	5	80	48	26	74	...	...	...	200	33	233
For Girls — Government — English																				
For Girls — Government — Vernacular																				
For Girls — Local fund — English																				
For Girls — Local fund — Vernacular																				
For Girls — Municipal — English																				
For Girls — Municipal — Vernacular																				
For Girls — Native States — English																				
For Girls — Native States — Vernacular																				
For Girls — Aided — English			12	1,222	2	41	43	31	260	291	114	246	360	205	323	528	...	...	...	352	870	1,222
For Girls — Aided — Vernacular																				
For Girls — Unaided — English																				
For Girls — Unaided — Vernacular																				
For Girls — Total			12	1,222	2	41	43	31	260	291	114	246	360	205	323	528	...	...	...	352	870	1,222
Total Secondary Schools			14	1,455	17	41	58	93	262	355	189	251	440	253	349	602	...	...	...	552	903	1,455
Primary Schools—																				
For Boys — Government																				
For Boys — Local fund																				
For Boys — Municipal																				
For Boys — Native States																				
For Boys — Aided			1	15	...	...	...	...	...	...	...	...	...	7	8	15	...	...	...	7	8	15
For Boys — Unaided																				
For Boys — Total			1	15	...	...	...	...	...	...	...	...	...	7	8	15	...	...	...	7	8	15
For Girls — Government																				
For Girls — Local fund																				
For Girls — Municipal																				
For Girls — Native States																				
For Girls — Aided			1	29	...	...	...	...	...	...	...	12	12	...	17	17	...	...	...	...	29	29
For Girls — Unaided																				
For Girls — Total			1	29	...	...	...	...	...	...	...	12	12	...	17	17	...	...	...	...	29	29
Total Primary Schools			2	44	...	...	...	...	...	...	...	12	12	7	25	32	...	...	...	7	37	44
GRAND TOTAL			16	1,499	17	41	58	93	262	355	189	263	452	260	374	634	...	...	...	559	940	1,499

64. The following table shows the number of passes under the standards gained by European pupils during the first and last years of the period:—

Standard of examination.	Number of pupils passed from institutions attended by				Total of European pupils passed from institutions.	
	Europeans only.		All races.			
	1892-93.	1896-97.	1892-93.	1896-97.	1892-93.	1896-97.
B.A.	...	...	2	1	2	1
F.A.	...	...	5	4	5	4
IX, Entrance	10	12	14	14	24	26
VIII	16	33	12	18	28	51
VII	45	29	40	16	85	45
VI } Middle	30	60	30	39	60	99
V	80	63	39	32	119	95
IV } Upper Primary	106	90	47	76	153	166
III } Upper Primary	124	136	89	66	213	202
II } Lower Primary	135	143	85	44	220	187
I } Lower Primary	126	143	60	51	186	194
Total ...	672	709	423	361	1,095	1,070

In Lower Burma since 1896-97 the examination of Standards I, II, and III has been entrusted to the Superintendents of the Schools. Standards IV, V, VI, and VII have been tested by the Education Department. From the figures above it will be seen, that in schools attended by Europeans only, full passes have, in the quinquennial period just ended, fallen by 4·73 per cent.; in schools open to all races by 10·46 per cent.; the total decrease per cent. in all schools being just over 7 per cent.

It is difficult to state precisely the causes which have led to this decrease. Those to whose care are entrusted the children classed as "European" should be best able to explain them.

A reference to the foregoing, and to the figures for the year, just closed, will show that at the B.A., F.A., IX, and VIII Standard Examinations the number of successful candidates has increased; this would indicate that those able to continue their studies are either more numerous or better prepared than heretofore. But in Standard VII, under which in 1892-93, 80 candidates were successful, in 1895-96, 72, the passes were but 43.

An increase has taken place in Standard VI, probably owing to greater strictness in examination having kept many students in that standard a second year.

Standard V gave about the same results in the last two years of the quinquennial period; these were less than those of 1892-93.

Standard IV has improved during the five years, especially in the last year.

In Standards III, II, and I the figures are in each case below those of 1892-93, and still more below those of 1895-96. These standards are those examined by the Superintendents of Schools, and there is no reason to suppose that their tests have been much more severe than usual.

In Upper Burma there is a decrease due to Yamèthin Railway School being now a girls' school.

St. Joseph's Convent, Mandalay, is the only High School for girls; there is a satisfactory increase in the number of pupils attending this school, as also in the case of the American Baptist Mission Eurasian Girls' School, Mandalay.

The total number of European pupils has increased from 118 to 307 during the past five years.

The passes by the Upper Secondary remain the same as for 1892-93. There is a slight decrease in those gained by the Middle Standards. This is due to poor results gained in St. Joseph's Convent, Mandalay, for the year under report. There is a satisfactory increase in the passes gained by the Primary Standards.

(*b*) *Karens.*

The Karens have made great progress during the quinquennial period. As has been noted elsewhere, the interest taken by the villagers, and the non-migratory instincts of the race help to establish the permanency of schools. The Buddhists are now beginning to follow the example of their Christian brethren in education. There are proportionately more schools of a higher grade among the Karens than among the Burmans. Details are given in Section V. Anglo-Vernacular education is steadily advancing.

(*c*) *Chins.*

The American Baptist Mission Schools at Sandoway and Thayetmyo do fairly good work among this backward people.

(*d*) *Tamils and Telugus.*

Details about these schools are given in Section V. Vernacular education is not satisfactory. The migratory habits of the people and the smallness of the hamlets in which they live militates against the setting up of good permanent schools. The majority of the Tamils are coolies who are content with the merest elements of education. There is thus a difficulty in establishing Upper Primary schools.

Anglo-Vernacular education is steadily progressing. Maduray Pillay's High School, the Lutheran Mission School, and the American Baptist Mission School, 76, Dalhousie Street, Rangoon, and Mizpah Hall School, Moulmein, have made progress.

No Middle English scholarships were gained this year by Tamils.

(*e*) *Chinese.*

Children of this race usually attend existing Burmese schools.

There is a special Roman Catholic Mission Anglo-Vernacular School at Mandalay, where Chinese is taught in addition to the ordinary standard subjects, and also a Roman Catholic Mission Vernacular Chinese Mixed School newly registered.

(*f*) *Kachins.*

The American Baptist Mission Kachin Vernacular School at Bhamo has suffered during the year under report through sickness, and only a small percentage of those on the rolls were presented for examination. I trust it will soon regain its former status, as it is from this school only that we can procure teachers for the Kachin villages, which are very numerous. There are also many private schools attended by mixed races, including Kachins, in the Bhamo and Myitkyina districts.

(*h*) *Manipurians.*

There are a few private Vernacular schools for Manipurians only, Burmese being the language taught. The majority attend existing Burmese schools.

(*i*) *Shans.*

An American Baptist Mission Anglo-Vernacular School for Shans and Burmese has been opened at Bhamo and is doing good work.

(*k*) *Mahomedans.*

There are a few Vernacular Mahomedan schools in which Burmese is taught instead of Urdu. These are chiefly in Mandalay Town, and in the Shwebo and Yamèthin districts.

(l) Talaings.

Amherst district.	Schools.		Pupils.	
	1895-96.	1896-97.	1895-96.	1896-97.
Kawkareik town	...	...	...	...
Haungtharaw township	...	...	...	...
Gyaing-Ataran township	29	33	590	509
Zeya-Ataran township	40	42	853	619
Bilugyun-Ataran township	22	26	457	599
Wagaru township	15	14	288	262
Yelamaing township	21	21	509	370
Total ...	127	136	2,697	2,359

The Suo-Inspector of Talaing schools has been active in visiting the various villages of this district, and has added 11 schools to the list, while two have been transferred to the Burmese School list.

Attendance has been less than usual, owing to sickness having prevailed in some localities, while others suffered from floods.

Thatôn district.	Schools.		Pupils.	
	1895-96.	1896-97.	1895-96.	1896-97.
Thatôn town	...	...	...	...
Thatôn township	...	..	...	...
Salween-Hlaingbwè township	1	1	15	16
Gyaing-Salween township	22	22	424	444
Martaban township	14	15	336	306
Pagat	...	...	...	...
Total ...	37	38	775	766

In this district the figures for Talaing schools show little change. As before Talaing *kyaungs* are found only in three townships. In the others where there are Talaings they are mixed with the Burmese and attend Burmese schools.

The Myoôk of Paung has done much for Talaing education.

SECTION IX.

PRIVATE SCHOOLS.

(a) Lower Burma.

65. Of the eastern districts Mergui, Tavoy and Moulmein Town have reduced the number of their private schools, while in Amherst, Thatôn, and Toungoo these institutions have slightly increased. In Salween no change is reported. The total stands as before at 1,129 schools. These contain 17,045 pupils against 18,059 in 1895-96, a satisfactory reduction, as it may be assumed that some at any rate of the 1,014 children thus lost are either attending schools where real work is carried on, or are otherwise usefully employed.

The Deputy Inspectors of Schools indeed report, that of the schools returned as "private" last year, 10 have succeeded in getting transferred to the list of recognized schools.

Rangoon Town shows a large increase in private schools. Although the town is the great centre of Anglo-Vernacular educational activity, it is not the centre of Vernacular work. The great desire for an English education on the part of all who can afford it, prevents any very large demand for purely Vernacular teaching except among the poorer classes who can ill-afford to pay fees. A great amount of Vernacular work has thus gravitated into the hands of incompetent managers, who are content with a bare subsistence contributed by the pupils.

There is little hope of any large decrease in the present number of private schools. It will be noted that the increase in pupils is much smaller proportionately, pointing to the fact that the schools are small.

In the Pegu division there is a slight decrease in the number of private schools. This is due to a considerable decrease in Hanthawaddy and to a smaller decrease in Prome. In Tharrawaddy and Pegu there is on the other hand an increase. It is impossible to assign any reason for this, except that it is due to the constant fluctuation in *pôngyi kyaungs*. It frequently happens in the Central circle at least that the *pôngyi* does no teaching himself, but leaves it to his *upazin*. When the *upazin* leaves, as is certain to happen, the school reverts to the Private school list. A really good school frequently disappears in this way. It is probably not too much to allow 10 or 15 per cent. for this annual fluctuation.

In the Arakan division private schools have decreased by 101 and pupils by 755.

In the Thôngwa district schools and pupils have decreased. In the Bassein and Myaungmya districts there is a slight increase in the number of schools, but the number of pupils in attendance has decreased.

In the Henzada district schools have increased by 39 and pupils by 350.

(b) Upper Burma.

66. In Upper Burma private schools have decreased 3 per cent. and pupils attending these schools 2 per cent.

In the Pakôkku district there is a slight increase in the number of schools and pupils have increased 28 per cent.

In Mandalay Town and district there is a falling off in both schools and pupils, due to some being transferred to the Public list.

In Bhamo, Myitkyina, and Katha schools and pupils have increased.

In Upper and Lower Chindwin there is a slight increase in both schools and pupils.

Sagaing district remains about the same. In Kyauksè there is a decrease in the number of schools, but an increase in the number of pupils.

In the Meiktila district both schools and pupils decrease.

In the Myingyan district schools and pupils increase.

67. The following statement gives the statistics of the schools for the past two years :—

District.	Schools, 1895-96.	Schools, 1896-97.								Pupils, 1895-96.	Pupils, 1896-97.									
	Total schools, 1895-96.	European.	English.	Burmese.	Karen.	Mahomedan.	Tamil and Telegu.	Chinese.	Talaing.	Manipurian.	Total schools, 1896-97.	Total pupils, 1895-96.	Europeans and Eurasians.	Native Christians.	Burmese.	Karens.	Mahomedans.	Shans.	Chinese.	Hindus.	Talaings.	Total pupils, 1896-97.
Akyab	442	...	3	224	...	180	...	...	...	...	407	5,667	1	...	3,521	4	2,242	...	...	...	...	5,768
Kyaukpyu	187	...	...	140	...	...	...	...	...	...	140	1,701	...	..	1,370	...	14	...	...	...	...	1,384
Sandoway	65	...	...	47	...	...	...	...	...	...	47	906	...	2	489	...	...	...	...	..	...	491
Arakan Hill Tracts	4	...	...	3	..	...	...	..	...	...	3	73	...	...	49	...	...	...	...	...	...	49
Rangoon	179	...	1	183	...	4	10	5	...	...	203	2,272	...	3	1,743	..	292	...	50	123	...	2,211
Hanthawaddy	375	...	...	319	3	...	10	...	...	...	332	3,952	...	..	3,224	46	...	...	...	73	...	3,343
Pegu	296	...	...	303	13	...	...	...	...	...	316	3,541	...	...	3,850	147	...	...	...	...	...	3,997
Tharrawaddy	104	...	...	108	7	...	...	...	...	...	115	1,232	...	...	1,413	114	...	...	...	...	...	1,527
Prome	460	...	1	447	...	1	...	...	...	...	449	6,823	..	5	5,991	...	20	...	...	7	...	6,023
Thôngwa	276	...	1	238	11	2	...	...	...	...	252	3,193	...	71	2,326	85	17	...	...	...	...	2,499
Bassein	255	...	...	247	19	1	...	...	...	...	267	3,288	...	25	2,805	234	61	...	...	...	...	3,125
Myaungmya	124	...	...	113	17	...	...	...	...	...	130	1,371	...	45	1,042	123	...	...	...	...	...	1,210
Henzada	367	...	...	402	4	...	...	...	...	...	406	4,701	...	...	5,020	31	...	...	...	...	...	5,051
Moulmein	60	...	...	46	...	4	5	...	...	...	55	475	...	...	281	...	41	...	...	56	...	378
Amherst	235	...	...	74	30	...	...	...	136	...	240	4,029	..	...	1,203	237	...	...	...	...	2,359	3,799
Thatôn	298	...	...	183	89	1	...	...	38	...	311	5,289	...	...	3,555	1,210	9	...	...	...	766	5,540
Toungoo	263	...	...	241	18	7	...	...	...	...	266	3,348	...	262	2,929	...	136	...	...	...	...	3,327
Tavoy	179	...	...	166	...	2	...	...	...	...	168	3,082	...	...	2,246	...	36	...	...	...	...	2,282
Mergui	82	...	...	70	...	7	...	...	...	...	77	1,611		...	1,455	28	156	...	...	...	...	1,639
Salween	12	...	...	...	12	...	...	...	..	...	12	225	...	...	45	35	...	...	...	...	...	80
Thayetmyo	273	...	...	286	...	...	...	...	...	...	286	2,741	...	...	2,647	...	...	...	...	...	...	2,647
Total Lower Burma	4,536	...	6	3,840	223	209	25	5	174	...	4,482	59,530	1	413	47,204	2,294	3,024	...	50	259	3,125	56,370
Mandalay	1,423	...	1	1,264	...	29	...	...	...	5	1,299	10,007	...	...	7,832	...	527	...	...	128	...	8,487
Bhamo	49	...	...	58	...	...	...	...	..	...	58	554	...	...	708	...	...	...	...	...	...	708
Katha	102	...	...	135	...	...	...	...	...	...	135	1,130	...	...	1,597	...	...	...	...	...	...	1,597
Ruby Mines	50	...	...	55	...	...	...	...	...	...	55	503	...	...	519	...	...	...	...	..	...	519
Shwebo	639	...	...	521	...	1	...	..	...	...	522	4,370	..	16	3,238	...	4	...	...	...	...	3,258
Myitkyina	18	...	1	24	...	...	...	...	...	...	25	149	...	...	180	...	7	...	...	12	...	199
Sagaing	639	...	...	637	...	...	...	...	...	...	637	3,787	...	...	4,207	...	...	...	...	...	...	4,207
Lower Chindwin	535	...	...	577	...	...	...	...	...	...	577	4,723	...	...	5,016	...	...	...	...	...	...	5,016
Upper Chindwin	151	...	...	153	...	...	...	..	...	...	153	1,098	...	...	1,150	...	...	...	...	...	...	1,150
Kyauksè	363	...	...	321	...	6	...	...	...	...	327	1,935	...	...	2,300	...	94	...	...	...	...	2,394
Minbu	406	...	...	366	...	...	...	...	...	...	366	3,549	...	...	3,235	...	...	...	...	...	...	3,235
Magwe	520	...	...	403	...	...	...	...	...	...	403	6,151	...	...	4,982	...	...	...	...	...	..	4,982
Pakôkku	306	...	...	319	...	..	...	...	...	...	319	2,468	...	...	3,166	...	...	...	...	...	...	3,166
Meiktila	442	...	...	394	...	1	...	...	...	...	395	4,898	...	...	3,723	...	15	...	...	...	...	3,738
Yamèthin	147	...	1	149	...	...	...	...	...	..	150	1,187	...	6	1,138	...	2	...	...	19	...	1,165
Myingyan	513	...	...	682	...	...	...	...	...	...	682	4,811	...	...	5,636	...	...	...	...	...	...	5,636
Total Upper Burma	6,303	...	3	6,058	...	37	...	...	...	5	6,103	50,720	...	22	48,627	...	649	...	...	159	..	49,457
Grand Total	10,839	...	9	9,898	223	246	25	5	174	5	10,585	110,250	1	435	95,831	2,294	3,673	...	50	418	3,125	105,827
Increase	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Decrease	...	...	...	...	...	...	...	...	...	...	254	...	...	...	...	...	...	...	...	...	...	4,423

SECTION X.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER EDUCATIONAL LITERATURE.

68. The work done in this direction during the past five years will compare favourably with that done anywhere in India.

As yet the outside public have done little or nothing towards producing this kind of literature. It is almost all done by the office of the Editor, Vernacular Text-books, and by Educational Officers. With the exception of a "Burmese Grammar" for Primary Schools, written by Maung Tha Hto, the Pali works edited by Mr. Gray, Lecturer in the Rangoon College, an edition of the "*Lokasara Sonmasa*" by Yeo Wun Sin, Sub-editor, Vernacular Text-book, and an edition of the *Yamaka* by Saya Pye, the educational literature has been confined to worthless and mischievous "keys" and "compendiums." The preparation of a good Geography, a good Arithmetic, a good Algebra and Euclid, and other really useful books has been left to Educational Officers. In this matter I have to acknowledge gratefully the assistance we have had from Messrs. MacMillan and Company, Messrs. Longmans, Green and Company, Messrs. George Bell and Sons, and Messrs. Jarold and Sons. They have spared no pains or expense in bringing out a set of good text-books in Burmese and in English, with the help of the Department. Maps in Burmese are still a great want; they are being gradually supplied.

69. In 1892, to meet the increased work that Upper Burma brought with it, the office of the Editor, Vernacular Text-book, was strengthened by the appointment of a Sub-editor. Nevertheless the work was so heavy and the difficulty of coping with it so great, that an attempt was made to throw the translating of English works into Burmese open to public competition. The result was a great disappointment. The translating was bad in the extreme. It was decided to confine the work to the office, and to ensure promptness and accuracy a further addition was made to the office, with very satisfactory results. This was done without any increase of expenditure, the Rs. 3,000 sanctioned as "bonus to translators" and "printing charges" being transferred to the increased office. The printing of the books prepared was thrown open to public competition, under a five years' copyright in each case.

70. In 1893 the question of the preparation of a Burmese Grammar in the Burmese language suitable for the standards above the IV was discussed, and the duty of preparing it at last fell on the Editor, assisted by a Sub-Committee consisting of the late Bishop Bigandet, Rev. Dr. Cushing, Mr. Taw Sein Ko, and Mr. Hla Oung. On the death of Bishop Bigandet and the retirement of Mr. Taw Sein Ko the work fell on the Rev. Dr. Cushing and Mr. Hla Oung. The mention of this grammar would be incomplete, though the brunt of the work fell on the Editor, Mr. Lonsdale, without an expression of grateful acknowledgment to these gentlemen. The task of compiling such a work was not an easy one. It required a good deal of time, labour, and patient research. It was eventually completed in January 1897; it is now in course of printing, and will be shortly ready. The need of a good work on the teaching of Drawing for the use of Vernacular teachers was greatly felt, as they had nothing for their guidance and instruction in this important subject. The translation of Morris' "Teaching of Drawing" was accordingly taken in hand, and was completed about August 1896. A little before this work was undertaken, a thorough revision of the *Vessantra Jataka Vatthu*, a text-book prescribed for the VI, VII, VIII, and IX Standards, was necessitated by the numerous errors, omissions, and discrepancies which were found in the then existing editions. The translation of the first volume of the "Kindergarten Guide" is now under revision, and will shortly be ready for the printer.

71. Besides the works mentioned above, the Committee prepared and published a very useful list of geographical names, and a list of terms used in Arithmetic, Algebra, and Geometry in Burmese has been published.

72. In 1892 the preparation of a series of mathematical text-books in Burmese, for the publication of which the Department entered into an arrangement

with Messrs. George Bell and Sons, publishers of London and Bombay, was commenced. Two of the series, those for the I and II Standards, are ready and are now in use. They were written in English by Mr. Wedderspoon, and the proofs of the Burmese translations were revised in this office. The text-book for the III Standard has been prepared, and will be published very shortly. A similar arrangement was also entered into with Messrs. MacMillan and Company of London for the publication of a series of geographical works in Burmese, &c., adapted to the standards. The first of the series entitled "First Lessons in Geography for the III Standard" has been published. It is supplemented by a well engraved map of the world in hemispheres. The text was written by Mr. Wedderspoon, and translated into Burmese in this office. The books for the other Standards are in active preparation.

73. Besides the abovementioned works the Editor disposed of in the usual way such books as were submitted by private authors for adoption as text-books.

74. Having briefly noticed some of the principal and important works, I subjoin a complete list of (A) books prepared and published by the Text-book Committee, and (B) the works submitted for examination and report during the past five years.

(A).

(1) Fifth Standard Burmese Reader.
(2) Gladman's "School Method" (Second Edition).
(3) Fowler's "School Discipline and Instruction" (Third Edition).
(4) The Burma Education Code in Burmese, revised and translated for the second time.
(5) Bell's "Course of Physical Training for Primary Schools."
(6) Bell's "Course of Physical Training for Middle Schools."
(7) Bailey's "Oral Teaching in Infant Schools."
(8) Bailey's "How to teach the Babies."
(9) Revision of the *Maha Janaka Jataka Vatthu.*
(10) Re-printing of the *Chauksaungdwè.*
(11) Martini's "Handbook of Agriculture."
(12) Re-printing of the "Way to Health."
(13) Printing of the School Grammar of the Burmese Language.
(14) Printing of Morris' "Teaching on Drawing."
(15) I and II Standard Arithmetic.
(16) "First Lessons in Geography for Standard III."

(B).

(1) History of Mandalay Town, by Kanni Sitkè Maung Paw.
(2) *Lokasara* and *Anusasana* by Mr. Richards.
(3) An Algebra in Burmese, by Maung Po Maung, Deputy Inspector of Schools.
(4) Maung Tha Hto's "Burmese Copy-books."
(5) Maung Waik's "Burmese Language Explained."
(6) "Royal Burmese Copy-books" by Mr. J. Stuart.
(7) Maung Tha Hto's "Burmese Composition."

It will be seen from what has been stated above, that the work done during the past five years shows a great increase over that of the previous five years, and that the results achieved have been good and satisfactory.

75. Mr. Lonsdale, whose services I have referred to elsewhere, speaks very highly of his staff. They one and all deserve great credit for the work they have done.

It was found necessary to reconstitute the Text Book Committee. Several of the members had too much else to do and could but rarely attend, though their help was valuable on the very rare occasions that they did, while others would not attend, though they lost no opportunity of ignorantly and idly cavilling at the good work done by the few earnest hardworking members and by the Editor—work which they entirely shirked. The Committee is now smaller, but more efficient.

SECTION XI.

CONCLUSION.

76. The recommendations of the Education Commission have during the past five years been kept steadily in view, and we have done all we could to carry them out.

77. The closest attention has been paid by the Officers of the department and by school managers to all matters affecting moral training and discipline in both Anglo-Vernacular and Vernacular schools. It could hardly be otherwise in a province where education is largely in the hands of Missionary bodies. The Government school at Moulmein and the Municipal schools have a very good record; Akyab is unfortunately the one exception. The Akyab boys are unruly; their parents and guardians do nothing to co-operate with the teachers in maintaining discipline. Even the Vernacular school managers do not understand what discipline is.

78. No detailed mention is made in this Quinquennial Report of the various officers who deserve notice; their names appear in the Annual Reports of the last four years, and I am glad to be able to say that I have had no reason to change my opinion regarding them during 1896-97.

79. The relations of the Department with the managers everywhere have been pleasant and free from friction.

80. Conferences, constant touch between the Officers of the Department and managers, a readiness to listen to, and, where possible, to meet the difficulties put forward by managers, and the vastly improved grant-in-aid rules which resulted from the Conference of 1895-96, have done much to put things on a pleasant footing.

81. During the past five years, managers who have worked hard, who have thoroughly supervised their schools, and taken the trouble to study the rules and follow them, have met with signal success. Under the present rules, if a manager fails, he has himself to blame.

82. I think it may be fairly said that the past five years have been years of decided advance in education, Anglo-Vernacular and Vernacular, in the Province.

RANGOON:
The 15th July 1897.

JOHN VANSOMEREN POPE,
Director of Public Instruction, Burma.

APPENDICES.

133927

GENERAL TABLE NO. I.—*Abstract Return of Colleges, Schools, and Scholars in Burma for the official year 1896-97.*

(For details, see General Table III.)

Area and population.				Public institutions.							Private institutions.				
				University education.		*School education, general.*		*School education, special.*							
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.	Advanced.	Elementary.	Grand total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
171,430	Towns ... 60 Villages ... 28,709 Total ... 28,769	Males ... 3,887,156 Females 3,740,412 Total ... 7,627,568	Institutions ... For males ...	2	...	227	4,688	2	27	4,946	...	10,531	15,477	Institutions to number of towns and villages ... 54·99	
			Institutions ... For females	...	...	33	244	4	8	289	...	54	343		
			Total ...	2	...	260	4,932	6	35	5,235	...	10,585	15,820	.....	
			Scholars ... Males ...	75	...	17,035	104,914	155	722	122,901	...	103,171	226,072	Male scholars to male population of school-going age ... 38·77	
			Scholars ... Females ...	5	...	4,474	21,672	87	171	26,409	...	2,656	29,065	Female scholars to female population of school-going age ... 5·18	
			Total ...	80	...	21,509	126,586	242	893	149,310	...	105,827	255,137	.....	

GENERAL TABLE NO. II.—*Abstract Return of Expenditure on Public Instruction in Burma for the official year 1896-97.*

(For Details, see General Table No. IV.)

Nature of expenditure.	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on public instruction.	Remarks.
	University education.		*School education general.*		*School education special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institution { Males ... ... / Females	72,471	...	4,70,310	2,06,309	30,047	42,055	8,21,192	...	36,360	1,37,127	25,306	1,05,496	8,950	29,720	3,42,959	13,03,435	Percentage of provincial expenditure included in column 17 to total expenditure on public instruction ... ... 40·92
	...	...	1,01,010	23,584	6,416	8,274	1,39,284										Percentage of local fund expenditure included in column 17 to total expenditure on public instruction ... ... 11·03
Total ...	72,471	...	5,71,320	2,29,893	36,463	50,329	9,60,476	...	36,360	1,37,127	25,306	1,05,496	8,950	29,720	3,42,959	13,03,435	Percentage of municipal expenditure included in column 17 to total expenditure on public instruction ... ... 12·52
2. (*a*)—Percentages of provincial expenditure included in columns 2 to 17 to total provincial expenditure on public instruction.	10·21	...	15·88	9·52	6·46	7·33	49·50	...	6·82	23·70	4·74	10·82	·53	3·59	50·50	100	Percentage of expenditure from fees included in column 17 to total expenditure on public instruction ... ... 18·63
(*b*)—Percentages of local fund expenditure included in colums 2 to 17 to total local fund expediture on public instruction.	...	...	12·99	79·72	...	...	92·71	...	...	6·77	...	·52	...	...	7·29	100	Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction ... ... 16·90
(*c*)—Percentages of municipal expenditure included in colums 2 to 17 to total municipal expenditure on public instruction.	·04	...	74·99	19·17	...	·36	94·56	...	...	·58	...	·15	·34	4·37	5·44	100	Total ... 100·0
(*d*)—Percentages on total expenditure in columns 2 to 17 to total expenditure on public instruction.	5·56	...	43·83	17·64	2·80	3·86	73·69	...	2·79	10·52	1·94	8·09	·69	2·28	26·31	100	
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. a. P.	Rs. a. P.	Rs; a. P.										
Government institutions { Cost to provincial revenues ... / Cost to local and municipal funds	777 12 7	...	17 0 6	59 9 4	140 8 3	42 7 8	61 15 2										
	...	...	...	...	...	1 13 2	0 3 11										
Total cost ...	835 12 7	...	54 10 0	73 14 9	148 13 3	54 11 3	87 0 2										
Local fund schools. { Cost to provincial revenues ... / Cost to local funds ...	...	...	...	...	...	...	...										
	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Municipal schools. { Cost to provincial revenues ... / Cost to municipal funds ...	...	...	1 11 10	...	...	...	1 8 11										
	...	...	27 10 11	20 6 1	...	...	26 14 9										
Total cost ...	...	...	50 0 2	34 9 8	...	...	48 6 6										
Institutions in Native States { Cost to Native States revenues ... / Cost to local and municipal funds	...	...	...	...	...	...	...										
	...	...	...	...	...	...	...										
Total cost ...	...	...	...	...	...	...	...										
Aided institutions. { Cost to provincial revenues ... / Cost to local and municipal funds	...	...	3 6 5	0 8 11	...	...	1 1 1										
	8·92	...	4 12 6	1 11 0	...	...	2 3 10										
Total cost ...	3,995 2 3	...	22 8 0	2 9 6	...	...	6 4 10										
Unaided institutions Total cost ...	8 9 2	...	...	...	...	...	...										
All institutions { Cost to provincial revenues ... / Cost to local and municipal funds	777 12 7	...	3 15 8	0 9 8	140 8 3	42 7 8	2 7 7										
	...	...	6 9 5	1 11 9	...	1 13 2	2 11 1										
Total ...	941 2 11	...	26 11 1	2 11 9	148 13 3	54 11 3	8 15 1										

GENERAL TABLE NO. III.—*Return of Colleges, Schools and*

PUBLIC INSTI

Class of institution.	UNDER PUBLIC MANAGEMENT.											
	Managed by Government.				*Managed by Local Funds and Municipal Boards.*				*Maintained by Native States.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Arts Colleges.												
UNIVERSITY EDUCATION. English	1	71	70	62	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Oriental	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.												
UNIVERSITY EDUCATION. Law	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Medicine	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Teaching	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	1	71	70	62	...	...	...	...	...	...	...	...
Secondary Schools.												
SCHOOL EDUCATION, GENERAL. For boys — High schools	2	1,057	1,142	983	3	643	627	522	...	...	...	...
SCHOOL EDUCATION, GENERAL. For boys — Middle do. English	...	...	...	...	13	1,331	1,301	1,120	...	...	...	...
SCHOOL EDUCATION, GENERAL. For boys — Middle do. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — Middle do. English	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — Middle do. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
Total	2	1,057	1,142	983	16	1,974	1,928	1,642	...	...	...	...
Primary Schools.												
SCHOOL EDUCATION, GENERAL. For boys	1	75	65	58	2	63	76	63	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls	...	...	...	...	1	160	147	123	...	...	...	...
Total	1	75	65	58	3	223	223	186	...	...	...	...
Schools for Special Instruction.												
SCHOOL EDUCATION, SPECIAL. Training schools for masters	2	159	159	136	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training schools for mistresses	4	83	86	77	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Schools of art	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law schools	1	16	12	9	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical schools	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying schools	22	604	579	522	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other schools	12	273	329	248	...	...	...	...	...	...	...	...
Total	41	1,135	1,165	992	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	45	2,338	2,442	2,095	19	2,197	2,151	1,828	...	...	...	...

PRIVATE INSTITUTIONS ...

1. Advanced teaching—
   (*a*) Arabic or Persian ... ...
   (*b*) Sanskrit ... ...
   (*c*) Any other Oriental classic ... ...
2. Elementary, teaching a vernacular only or mainly ... ...
3. Elementary, teaching the Koran ... ...
4. Other schools not conforming to departmental standard ... ...

Scholars in Burma for the official year 1896-97.

TUTIONS.

UNDER PRIVATE MANAGEMENT.								Grand total of public institutions.	Grand total of scholars on the 31st March.	NUMBER OF SCHOLARS ON THE 31ST MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
Aided by Government, or by Local Funds, or Municipal Boards.				*Unaided.*																
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.			
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1	9	7	7	...	...	...	...	2	80	80	62	2	15	9	5	2	49	5	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1	9	7	7	...	...	...	...	2	80	80	62	2	15	9	5	2	49	5	...	
8	2,412	2,464	2,106	...	...	...	...	13	4,112	4,112	3,299	1,142	702	611	217	276	2,306	104	...	
41	3,731	3,673	3,120	...	...	...	...	54	5,062	5,062	426	4,988	185	1,376	480	307	2,714	444	...	
160	9,918	9,918	9,918	...	...	...	...	160	9,918	...	4,318	9,918	1	1,329	45	273	8,270	2,236	...	
6	922	874	760	...	...	...	...	6	922	922	3	813	858	25	2	4	33	...	209	
9	519	429	358	...	...	...	...	9	519	519	...	458	266	74	10	7	162	...	210	
18	976	976	976	...	...	...	...	18	976	...	30	976	1	427	13	53	482	...	308	
242	18,478	18,334	17,238	...	...	...	...	260	21,509	10,615	8,076	18,295	2,013	3,842	767	920	13,967	2,784	727	
2,527	77,802	77,723	77,473	2,158	41,310	41,310	41,310	4,688	119,250	1,398	57,269	127,723	31	8,822	1,008	1,759	107,630	17,066	...	
185	6,127	6,132	6,127	58	1,049	1,049	1,049	244	7,336	206	4,583	7,588	43	504	118	119	6,552	...	2,709	
2,712	83,929	83,855	83,600	2,216	42,359	42,359	42,359	4,932	126,586	1,604	61,852	135,311	74	9,326	1,126	1,878	114,182	17,066	2,709	
...	...	...	...	...	...	...	...	2	159	85	...	100	2	68	...	30	59	...	...	
...	...	...	...	...	...	...	...	4	83	58	...	81	18	57	...	...	8	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	1	16	16	...	...	1	...	4	5	6	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	22	604	76	...	528	37	16	1	10	540	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	12	273	202	...	106	147	42	10	4	70	41	75	
...	...	...	...	...	...	...	...	41	1,135	437	...	815	205	183	15	49	683	41	75	
2,955	102,416	102,196	100,845	2,216	42,359	42,359	42,359	5,235	149,310	12,736	69,990	154,423	2,307	13,360	1,913	2,849	128,881	19,896	3,511	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	For boys		10,241	100,507	...	30,266	97,366	...	415	1	18	100,328	1,564	...	
						For girls		54	743	...	352	734	...	6	11	..	726	...	205	
...	...	...	...	...	...	For boys		246	3,673	...	3,646	4	...	...	...	3,630	...	540	...	
						For girls		...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	For boys		44	904	262	457	40	1	14	406	25	246	14	...	
						For girls		...	...	...	...	...	...	...	...	...	...	...	...	
						Total	...	10,585	105,827	262	34,721	98,144	1	435	418	3,673	101,300	2,118	205	
						GRAND TOTAL		15,820	255,137	12,998	104,711	252,567	2,308	13,795	2,331	6,522	230,181	22,014	3,716	

GENERAL TABLE No. IV.—*Return of Expenditure on Public*

PUBLIC INSTI

Objects of expenditure.	UNDER PUBLIC MANAGEMENT.																
	Managed by Government.							*Managed by Local Funds and Municipal Boards.*							*Maintained by*		
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION. English	54,445	...	...	4,060	...	...	58,505	...	...	...	...	...	...	...	...	...	...	...
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.																		
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	54,445	...	...	4,060	...	...	58,505	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.																		
SCHOOL EDUCATION, GENERAL. For boys — High schools	19,449	...	...	42,933	...	...	62,382	850	...	18,715	17,056	...	...	36,621	...	...	...	...
For boys — Middle do. English	...	...	...	...	...	...	...	2,500	...	34,653	22,642	...	...	59,795	...	...	...	...
For boys — Middle do. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — High schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle do. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls — Middle do. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	19,449	...	...	42,933	...	...	62,382	3,350	...	53,368	39,698	...	...	96,416	...	...	...	...
Primary Schools.																		
For boys	3,873	...	...	932	...	...	4,805	...	...	2,025	1,041	...	...	3,066	...	...	...	...
For girls	...	...	...	...	...	...	...	...	...	2,520	2,125	...	...	4,645	...	...	...	...
Total	3,873	...	...	932	...	...	4,805	...	...	4,545	3,166	...	...	7,711	...	...	...	...
Schools for Special Instruction.																		
SCHOOL EDUCATION, SPECIAL. Training schools for masters	28,010	...	...	49	...	1,988	30,047	...	...	...	...	...	...	...	...	...	...	...
Training schools for mistresses	6,416	...	...	...	...	...	6,416	...	...	...	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law schools	3,000	...	...	875	*422	...	4,297	...	...	...	...	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying schools	29,558	...	...	5,414	...	...	34,972	...	...	...	...	...	...	...	...	...	...	...
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other schools	6,525	...	600	2,415	6	1,514	11,060	...	...	...	...	...	...	...	...	...	...	...
Total	73,509	...	600	8,753	428	3,502	86,792	...	...	...	...	...	...	...	...	...	...	...
Buildings	34,294	...	...	...	...	...	34,294	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only).	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	34,294	...	...	...	...	...	34,294	...	...	...	...	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Special schools other than Training Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,85,570	...	600	56,678	428	3,502	2,46,778	3,350	...	57,913	42,864	...	...	1,04,127	...	...	...	...

* Contributed from the General Syndicate Fund to meet excess expenditure.

(*a*) Rupees 2,060, (*b*) Rs. 305, (*c*) Rs. 121, and (*d*) Rs. 2,786 of these items represent the cost of the Kindergarten Departments of the Government Nor
Baptist Mission Tamil and Telugu School, 73 Dalhousie Street, Rangoon, these being taken as boys' schools ; the balance under each head is the cost

Instruction in Burma for the official year 1896-97.

TUTIONS																		
			UNDER PRIVATE MANAGEMENT.										TOTAL EXPENDITURE FROM					
Native States.			*Aided by Government or by Local Funds or Municipal Boards.*							*Unaided.*								
Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	All other sources.	Grand total.
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	60	246	...	13,660	13,966	...	...	...	..	54,445	...	60	4,306	13,660	72,471
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	60	246	...	13,660	13,966	...	...	...	...	54,445	...	60	4,306	13,660	72,471
...	...	...	8,865	...	20,313	50,210	11,025	20,213	1,10,626	...	...	...	...	29,164	...	39,028	1,10,199	31,238	2,09,629
...	...	...	17,026	1,673	16,751	43,971	40,403	32,260	1,52,084	...	...	...	...	19,526	1,673	51,404	66,613	72,663	2,11,879
...	...	...	13,456	16,995	18,351	...	...	...	48,802	...	...	...	...	13,456	16,995	18,351	...	...	48,802
...	...	...	12,062	...	3,557	25,790	1,200	19,729	62,338	...	...	...	...	12,062	...	3,557	25,790	20,929	62,338
...	...	...	6,991	...	3,991	8,588	973	8,064	28,607	...	...	...	...	6,991	...	3,991	8,588	9,037	28,607
...	...	...	3,998	...	6,067	...	...	...	10,065	...	...	...	...	3,998	...	6,067	...	...	10,065
...	...	...	62,398	18,668	69,030	1,28,559	53,601	80,266	4,12,522	...	...	...	...	85,197	18,668	1,22,398	2,11,190	1,33,867	5,71,320
...	...	...	40,120	1,09,469	24,418	14,313	1,724	8,394	1,98,438	...	...	...	...	43,993	1,09,469	26,443	16,286	10,118	2,06,309
...	...	...	6,804	5,098	2,311	200	3,735	791	18,939	...	...	...	...	6,804	5,098	4,831	2,325	4,526	23,584
...	...	...	46,924	1,14,567	26,729	14,513	5,459	9,185	2,17,377	...	...	...	...	50,797	1,14,567	31,274	18,611	14,644	2,29,893
...	...	...	...	...	...	...	...	...	...	...	...	...	...	28,010	...	...	49	1,988	30,047
...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,416	...	...	...	...	6,416
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,000	...	...	875	422	4,297
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	29,558	...	...	5,414	...	34,972
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,525(a)	...	600	2,415(b)	1,520(c)	11,060(d)
...	...	...	...	...	...	...	...	...	...	...	...	...	...	73,509	...	600	8,753	3,930	86,792
...	...	...	23,400	752	250	...	...	46,800	71,202	...	...	...	...	57,694	752	250	...	46,800	1,05,496
...	...	...	2,800	...	550	...	...	5,600	8,950	...	...	...	...	2,800	...	550	...	5,600	8,950
...	...	...	26,200	752	800	...	...	52,400	80,152	...	...	...	...	60,494	752	800	...	52,400	1,14,446
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	36,360	...	...	...	...	36,360
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,26,440	9,734	953	...	...	1,37,127
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,725	...	...	...	...	4,725
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,471	...	...	...	...	5,471
...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,837	...	...	...	...	3,837
...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,273	...	...	...	...	11,273
...	...	...	...	...	...	...	...	...	...	...	...	...	...	20,763	...	7,127	...	1,830	29,720
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,08,869	9,734	8,080	...	1,830	2,28,513
...	...	...	1,35,522	1,33,987	96,619	1,43,318	59,060	1,55,511	7,24,017	...	...	...	...	5,33,311	1,43,721	1,63,212	2,42,860	2,20,331	13,03,435

mal School, Moulmein, and that attached to the Baptist College Rangoon, and American Baptist Mission Pwo-Karen School, Bassein, and American of the Kindergarten Departments attached to female schools.

GENERAL TABLE No. V.—*Return of the Stages of Instruction of Pupils in Public Schools for General Education in Burma for the official year 1896-97.*

Class of schools.		Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the lower secondary (middle) stage, but have not passed the matriculation examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the lower secondary (middle) stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the lower primary stage.						Total.		
													Reading printed books.			*Not reading printed books.*					
				1			2			3			4			5					
				Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																					
For boys ...	Government — English	... 2	1,057	164	3	167	446	...	446	253	...	253	191	...	191	...	...	...	1,054	3	1,057
	Government — Vernacular	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund — English	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund — Vernacular	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal — English	... 16	1,974	48	...	48	560	...	560	664	...	664	701	1	702	...	...	...	1,973	1	1,974
	Municipal — Vernacular	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States — English	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States — Vernacular	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided — English	... 49	6,143	162	3	165	1,481	62	1,543	2,002	210	2,212	1,954	269	2,223	...	...	...	5,599	544	6,143
	Aided — Vernacular	... 160	9,918	...	...	...	745	99	844	1,944	363	2,307	4,993	1,774	6,767	...	...	...	7,682	2,236	9,918
	Unaided — English	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided — Vernacular	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	... 227	19,092	374	6	380	3,232	161	3,393	4,863	573	5,436	7,839	2,044	9,883	...	...	...	16,308	2,784	19,092
For girls ...	Government — English	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Government — Vernacular	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund — English	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund — Vernacular	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal — English	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal — Vernacular	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States — English	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Native States — Vernacular	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided — English	... 15	1,441	2	41	43	33	289	322	119	292	411	265	400	665	...	...	...	419	1,022	1,441
	Aided — Vernacular	... 18	976	...	...	...	18	115	133	65	141	206	225	412	637	...	...	...	308	668	976
	Unaided — English	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided — Vernacular	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	... 33	2,417	2	41	43	51	404	455	184	433	617	490	812	1,302	...	...	...	727	1,690	2,417
Total Secondary Schools		... 260	21,509	376	47	423	3,283	565	3,848	5,047	1,006	6,053	8,329	2,856	11,185	...	...	...	17,035	4,474	21,509

Primary Schools—																								
For boys	Government	...	...	...	1	75	...	...	...	...	...	...	38	...	38	37	...	37	...	...	...	75	...	75
	Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	...	...	...	2	63	...	...	...	...	...	...	30	...	30	33	...	33	...	...	...	6	...	63
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	...	...	...	2,527	77,802	...	...	...	...	...	...	5,110	951	6,061	57,723	14,018	71,741	...	...	...	62,833	14,969	77,802
	Unaided	...	...	...	2,158	41,310	...	...	...	...	...	...	17	2	19	39,196	2,095	41,291	...	...	...	39,213	2,097	41,310
			Total	...	4,688	119,250	...	...	...	...	...	...	5,195	953	6,148	96,989	16,113	113,102	...	...	...	102,184	17,066	119,250
For girls	Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Local fund	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Municipal	...	...	...	1	160	...	...	...	...	...	...	11	15	26	51	83	134	...	...	...	62	98	160
	Native States	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided	...	...	...	185	6,127	...	...	...	...	...	...	232	266	498	2,088	3,541	5,629	...	...	...	2,320	3,807	6,127
	Unaided	...	...	...	58	1,049	...	...	...	...	...	...	...	...	...	348	701	1,049	...	...	...	348	701	1,049
			Total	...	244	7,336	...	...	...	...	...	...	243	281	524	2,487	4,325	6,812	...	...	...	2,730	4,606	7,336
		Total Primary Schools		...	4,932	126,586	...	...	...	...	...	...	5,438	1,234	6,672	99,476	20,438	119,914	...	...	...	104,914	21,672	126,586
		GRAND TOTAL		...	5,192	148 095	376	47	423	3,283	565	3,848	10,485	2,240	12,725	107,805	23,294	131,099	...	...	...	121,949	26,146	148,095

GENERAL TABLE NO. VI.—*Return showing the Results of Prescribed Examinations in Burma for the official year 1896-97.*

Nature of examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.					Remarks.
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
ARTS COLLEGES—																				
1. Master of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Arts	1	...	...	1	10	...	...	...	10	5	...	...	...	5	1	...	...	...	4	
3. B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. First B. A.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
First B. Sc.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
First Arts	1	1	...	2	25	7	1	...	33	12	3	...	...	15	4	...	...	...	11	
Previous examination	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
ORIENTAL COLLEGES—																				
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Honours in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Honours in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
High Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
High Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
COLLEGES FOR PROFESSIONAL TRAINING—																				
Law—																				
Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Master o Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	

3. Bachelor of Law		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine—																								
1. M. D.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. M. B.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery ...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. L. M. S.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. First M. B		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. First L. M. S.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering—																								
1. M. C. E.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B. C. E.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. L. C. E.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First L. C. E.		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching—																								
Licentiate in Teaching		2	11	33	46	5	25	73	499	602	4	8	5	105	122	31	1	2	1	87				
Schools for General Education—																								
1. Matriculation	Boys ...	5	6	...	11	106	69	6	1	182	52	26	2	...	80	17	2	6	2	53				
	Girls ...	...	5	...	5	...	20	...	...	20	...	9	...	...	9	9	...	...	...	...				
2. Middle School examination ...	Boys ...	18	188	...	206	808	2,205	144	102	3,259	435	1,347	53	8	1,843	171	412	56	68	1,196				
	Girls ...	...	29	...	29	...	360	2	...	362	...	229	...	...	229	128	54	...	2	45				
3. Upper Primary examination ...	Boys ...	20	701	...	721	917	10,216	...	...	11,133	681	5,868	...	...	6,552	197	950	238	236	4,931				
	Girls ...	1	93	...	94	13	926	...	...	939	9	589	...	...	598	171	89	7	17	314				
4. Lower Primary examination ...	Boys ...	20	2,362	...	2,382	889	40,843	...	...	41,732	815	27,468	...	...	28,283	157	1,647	491	562	25,426				
	Girls ...	1	214	...	215	67	3,745	...	...	3,812	44	2,604	...	...	2,648	224	215	64	55	2,090				
5. Public Service Certificate examination.	English ...	1	1	...	2	7	3	...	44	54	7	2	...	21	30	3	...	1	2	24				
	Vernacular	...	...	...	...	...	...	...	5	5	...	...	...	1	1	...	...	...	...	1				
Schools for General Instruction—																								
1. Training School examination for masters.	Upper ...	1	2	...	3	26	12	...	...	38	17	11	...	...	28	2	...	...	...	26				
	Lower ...	...	...	...	...	...	4	...	...	4	...	4	...	...	4	...	...	...	...	4				
2. Training School examination for mistresses.	Upper ...	...	2	...	2	...	21	...	...	21	...	11	...	...	11	...	1	...	...	10				
	Lower ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...				
3. School of Arts examination		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...				
4. Medical examination		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...				
5. Examination in Engineering nd Surveying		20	...	3	23	415	...	29	72	516	155	...	6	12	173	...	...	1	...	172				
6. Industrial Schoo examination ...		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...				
7. Veterinary examination		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...				

GENERAL TABLE VII.—*Return showing the Distribution of Local Fund and Muni*

Object of expenditure.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.														
	In institutions managed by Local Fund Boards.											*In institutions managed by*			Total local fund expenditure on public instruction.
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.															
UNIVERSITY EDUCATION. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.															
UNIVERSITY EDUCATION. Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools.															
SCHOOL EDUCATION, GENERAL. For boys — High schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For boys — Middle schools — English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,673	1,673
SCHOOL EDUCATION, GENERAL. For boys — Middle schools — Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	16,995	16,995
SCHOOL EDUCATION, GENERAL. For girls — High schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — Middle schools — English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For girls — Middle schools — Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	18,668	18,668
Primary Schools.															
SCHOOL EDUCATION, GENERAL. For boys	...	...	...	...	...	...	...	...	...	...	...	...	...	1,09,469	1,09,469
SCHOOL EDUCATION, GENERAL. For girls	...	...	...	...	...	...	...	...	...	...	...	...	...	5,098	5,098
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,14,567	1,14,567
Schools for Special Instruction.															
SCHOOL EDUCATION, SPECIAL. Training schools for masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training schools for mistresses ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Schools of art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	752	752
Furniture and apparatus (special grants only) ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	752	752
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,734
Scholarships held in— Arts colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Professional colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Secondary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Primary schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Special schools other than training schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTAL ...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,33,987	1,43,721

cipal Expenditure on Public Instruction in Burma for the official year 1896-97.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
In institutions managed by Municipal Boards.											*In institutions managed by*					
Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local fund boards.	Private persons or associations.	Total municipal expenditure on public instruction.	Total expenditure of local fund and municipal boards on public instruction.	Remarks.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3	643	627	522	850	18,715	...	17,056	...	...	36,621	...	...	20,313	39,028	39,028	
13	1,331	1,301	1,120	2,500	34,653	...	22,642	...	...	59,795	...	...	16,751	51,404	53,077	
...	...	...	...	...	...	...	...	...	...	...	...	...	18,351	18,351	35,346	
...	...	...	...	...	...	...	...	...	...	...	...	...	3,557	3,557	3,557	
...	...	...	...	...	...	...	...	...	...	...	...	...	3,991	3,991	3,991	
...	...	...	...	...	...	...	...	...	...	...	...	...	6,067	6,067	6,067	
16	1,974	1,928	1,642	3,350	53,368	...	39,698	...	...	96,416	...	...	69,030	122,398	1,41,066	
2	63	76	63	...	2,025	...	1,041	...	...	3,066	...	...	24,418	26,443	1,35,912	
1	160	147	123	...	2,520	...	2,125	...	...	4,645	...	...	2,311	4,831	9,929	
3	223	223	186	...	4,545	...	3,166	...	...	7,711	...	...	26,729	31,274	1,45,841	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	600	...	...	600	600	
...	...	...	...	...	...	...	...	...	...	...	600	...	...	600	600	
...	...	...	...	...	...	...	...	...	...	...	...	...	250	250	1,002	
...	...	...	...	...	...	...	...	...	...	...	...	...	550	550	550	
...	...	...	...	...	...	...	...	...	...	...	...	...	800	800	1,552	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	953	10,687	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	7,127	7,127	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	8,080	17,814	
19	2,197	2,151	1,828	3,350	57,913	...	42,864	...	...	1,04,127	600	...	96,559	1,63,152	3,06,873	

FOR BOYS.

GENERAL TABLE NO. VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1896-97.*

Class of hostels or boarding-houses.	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF				EXPENDITURE FROM					Remarks.
	Hostels or boarding houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or municipal funds.	Subscription and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
(1) Managed by Government	...	...	...	...	...	...	...	...	...	...	...	
(2) Managed by Local or Municipal Boards	...	...	...	...	...	...	...	...	...	...	...	
(3) Aided by Government or by Local or Municipal Boards...	43	2,063	10	854	1,116	83	5,586	971	58,631	50,601	1,15,789	
(4) Unaided	165	1,887	19	162	1,665	41	...	215	12,055	24,620	36,890	
Total ...	208	3,950	29	1,016	2,781	124	5,586	1,186	70,686	75,221	1,52,679	

FOR GIRLS.

GENERAL TABLE NO. VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1896-97.*

Class of hostels or boarding-houses.	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF				EXPENDITURE FROM					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
(1) Managed by Government	...	...	...	...	...	...	...	...	...	...	...	
(2) Managed by Local or Municipal Boards	...	...	...	...	...	...	...	...	...	...	...	
(3) Aided by Government or Local or Municipal Boards ...	23	906	...	425	444	37	6,362	392	34,497	36,401	77,652	
(4) Unaided	4	100	...	65	35	...	120	...	2,995	7,014	10,129	
Total ...	27	1,006	...	490	479	37	6,482	392	37,492	43,415	87,781	

Return showing the Classifiction of Pupils attending Public Institutions in Burma for the official year 1896-97 according to religion.

Class of institution.	Total of public institutions.	Number of scholars on 31st March 1897.	Classification of scholars on 31st March according to religion.					Remarks.
			Christians.	Mahomedans.	Hindus.	Buddhists.	Others.	
1	2	3	4	5	6	7	8	9
University Education.								
Arts Colleges.								
English	2	80	24	2	5	47	2	
Oriental	...	...	...	...	...	...	...	
Colleges or departments of colleges for professional training.								
Law	...	...	...	...	...	...	...	
Medical	...	...	...	...	...	...	...	
Engineering	...	...	...	...	...	...	...	
Total ...	2	80	24	2	5	47	2	
School Education—General.								
Secondary schools.								
For boys ... ... English ...	67	9,174	2,874	583	697	4,845	175	
For boys ... ... Vernacular ...	160	9,918	1,330	273	45	8,270	...	
For girls ... ... English ...	15	1,441	1,223	11	12	34	161	
For girls ... ... Vernacular ...	18	976	428	53	13	482	...	
Total ...	260	21,509	5,855	920	767	13,631	336	
Primary schools.								
For boys	4,688	119,250	8,853	1,759	1,008	107,627	3	
For girls	244	7,336	547	119	118	6,552	...	
Total ...	4,932	126,586	9,400	1,878	1,126	114,179	3	
School Education—Special.								
Schools for Special Instruction.								
Training schools for masters ...	2	159	70	30	...	59	...	
Training schools for mistresses ...	4	83	75	...	...	8	...	
Schools of art	...	...	...	...	...	...	...	
Law schools	1	16	1	5	4	5	1	
Medical schools	...	...	...	...	...	...	...	
Engineering and surveying schools ...	22	604	53	10	1	529	11	
Industrial schools	...	...	...	...	...	...	...	
Other schools	12	273	189	4	10	69	1	
Total ...	41	1,135	388	49	15	670	13	
Total of Colleges and Schools of Public Instruction	5,235	1,49,310	15,667	2,849	1,913	128,527	354	

G. B. C. P. O.—No. 4636, B. S., 17-11-97—590.

SECOND QUINQUENNIAL REPORT

ON

PUBLIC INSTRUCTION IN BURMA

R THE YEARS 1897-98—1901-02.

LIBRARY
OF THE
BOMBAY
BRANCH
OF THE
ROYAL ASIATIC SOCIETY.

RANGOON:

PRINTED BY THE SUPERINTENDENT, GOVERNMENT PRINTING, BURMA.

1902.

[Price,—Re. 0-10-0=11d.]

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RESOLUTION

ON THE

SECOND QUINQUENNIAL REPORT ON PUBLIC INSTRUCTION IN BURMA

FOR THE YEARS 1897-98—1901-02.

Extract from the Proceedings of the Government of Burma in the Education Department,—No. 6E.-36, dated the 5th November 1902.

READ—

The Report of the Director of Public Instruction for the five years ending 1901-02.
The Report of the Educational Syndicate for the year 1901-02.
The Report of the Insein Reformatory School for the year 1901.

RESOLUTION.—The Quinquennial Report was due in the Secretariat on the 1st August and was received on the 4th September.

In paragraph 9 of Home Department letter No. 439, dated the 19th December 1900, it was laid down that Quinquennial Provincial Reports should contain the returns of each of the five years under review. These orders must, in His Honour's opinion, be taken to mean that the tables prescribed by the Government of India should exhibit figures for each of the five years. The Director was accordingly asked to furnish revised tables, but he has raised objections, and His Honour has not insisted as he did not wish to delay the report. Some unauthorized alterations in the forms prescribed by the Government of India have been corrected in the Secretariat. There appears to be no direct authority for the maps, and in view of the orders contained in clause (ii) of paragraph 15 of Home Department Resolution No. 987-1013, dated the 25th February 1901, it seems doubtful whether their inclusion is admissible, but as they have already been printed they have been allowed to stand.

With some exceptions, notably in the Meiktila division, remarks on the local reports by Deputy Commissioners and Commissioners are either wanting altogether or they are perfunctory and of little value. Mr. Gates observes that Deputy Inspectors do not work well with the officers engaged in general administration, and that he himself hardly ever sees a Deputy Inspector.

The duties of Government officers in relation to education are laid down in chapter II of the Education Code and under General Department Circular No. 14 of 1891 Deputy Commissioners are required to inspect schools. The necessity for co-operation between educational and administrative officers has been repeatedly insisted on. Deputy Inspectors are required to personally wait on the Deputy Commissioner every month or six weeks and to keep him and Subdivisional Officers informed of educational progress and requirements. They are also required to report themselves to the Civil officer in charge of the subdivisions or townships which they visit.

In the same way it is desirable that Inspectors of Schools should make a point of calling on Deputy Commissioners and Commissioners in the course of their tours. It seems scarcely necessary to lay down that a Deputy Inspector should

pay his respects to his Commissioner when he meets him. This should have been understood as a matter of course, and it is surprising that there should have been cause for complaint. In the Resolution on the report for 1893-94 it was suggested that Deputy Inspectors should occasionally accompany Township officers and Subdivisional officers on tour, and that Deputy Commissioners and Inspectors might also arrange to tour together. His Honour must insist on the observance of these orders. Educational officers should be required to report regularly in their diaries whether they have been carried out, and in transmitting future reports of Deputy Inspectors, Deputy Commissioners and Commissioners should note how far the orders have been observed by Educational officers and by themselves and their subordinates.

Itinerant teachers and the salary grant system.

2. The employment of itinerant teachers was allowed as an experimental measure in 1893. Since then the number has swelled to 169 ; but the results of the introduction of the system have never been adequately dealt with in the provincial reports, and no sufficient mention of the subject is to be found in the present review. Another important experiment, regarding which the Lieutenant-Governor would have been glad to have information, relates to the considerable extension which has been recently sanctioned in Upper Burma of the scheme for the appointment of certificated teachers as independent managers with temporary salary grants.

It is probably too early to form any final conclusion as to the results of this measure, but the matter should certainly have been mentioned.

General results.

3. In five years the total number of institutions and pupils has increased from 15,820 and 255,137 to 18,284 and 316,250. Population has expanded at the same time, and for this reason the percentages of scholars to population for 1901-02 cannot well be compared with those of 1896-97, as the latter are founded on the figures of population of the previous census. Comparison with 1891-92, however, shows a substantial advance in the number of all scholars from 17 to 22 per cent., of male scholars from 30 to 39, and of female scholars from 3·7 to 5·9. In the last Quinquennial Resolution the Director was instructed to recalculate the percentages for 1896-97 upon populations revised with reference to territorial changes. These orders have been ignored, with the result that the divisional figures and the maps are again of little interest or value.

The aggregate figures indicate satisfactory improvement under the heads of Collegiate Education, Secondary Education, Primary Education, so far as girls are concerned, and Training Schools. The position with regard to the primary education of boys is by no means satisfactory, the total of schools and scholars in 1901-02 being considerably behind the figures for 1896-97. In 1900, Mr. Pope reported as follows :—

"I can assure the Government that from the year 1899-00 there will be a steady increase in the number of registered Vernacular Schools."

There has in fact been a small rise in the number of schools ; but in the past year the number of pupils has fallen again by 1,600. It is true that a considerable increase of private schools with which the department has little or nothing to do is shown, but from the Director's remarks in chapter XIII it appears to be doubtful

how far there is a real advance in the number of schools, and how far the increase is due to the belated inclusion of schools which were in existence before.

Expenditure.

4. The accepted principles are that Provincial Funds should devote proportionately more money to primary and less to secondary education, that Local (as distinguished from Municipal) Funds should spend as much as possible on primary and little or nothing on secondary education, and that receipts from fees and other sources should be increased. A glance at the figures will show that these principles have as yet been only partially carried out. Fees have been increased, but provincial expenditure on secondary still greatly exceeds that on primary education, a considerable sum is allotted from District Cess Funds for the support of vernacular secondary education and receipts from other sources exhibit a decline. That the provincial allotment for primary education is comparatively small is due in part to the fact that a large share of the work is undertaken for nothing in the monastic schools, and in part to the policy hitherto adopted of restricting to narrow limits the direct expenditure of Government money. The question of a change of policy in this respect will be mentioned in a later paragraph. The position as regards District Cess Funds and other sources will be further considered.

The increase of expenditure on secondary education in the five-year period has been accompanied by a substantial expansion in the number of schools and scholars. On the other hand, there has been a large advance in expenditure on primary education from Rs. 2,29,893 to Rs. 3,55,389, while the number of schools diminished from nearly 5,000 to 4,250 and the figure for pupils remained practically the same. In the last annual report the following words were printed in italics. "*The extension of Vernacular Primary Education * * * is purely a matter of funds. If the funds are found, we can find the schools.*" This statement does not seem to be borne out by the figures given above. The large increase of cost per school and per pupil appears to require fuller explanation than is forthcoming, and the Director will be asked for a special report on the subject.

Simla Conference.

5. Extraordinary activity has been displayed during the quinquennium in regard to educational matters. The Government of India passed orders at length on Mr. Cotton's review, and the Local Government was required to take action on various points to which attention was invited and to furnish an exhaustive account of its educational policy. Later on, a conference of educational experts was held at Simla and a number of important resolutions were passed, and have been transmitted with the remarks of the Government of India for the observance of Local Governments. As regards this province, a disadvantage exists in that Burma was not represented on the conference. The result is that it is doubtful whether the special conditions of Burma were considered. Two important questions, regarding which there is a difference of opinion, between the local educational authorities and the resolutions of the Simla conference relate to the abolition of results-grants in primary schools, and to the proposal to insist on instruction in the vernacular in the primary classes of Anglo-Vernacular schools.

As regards results-grants, the Director of Public Instruction and the Educational Syndicate are satisfied with the present system and distrust the effect of the proposed change. The matter is still under discussion.

The history of the question of instruction in the vernacular is somwhat curious. In 1892 it was definitely laid down, with the full approval of the present Director, that in Municipal and Government schools all classes up to and including the sixth standard should be taught in their own vernacular, and that in all examinations up to and including the seventh standard papers should be set and candidates should be required to answer in their own vernaculars. Some difficulty appears to have been experienced in giving effect to the orders and they have remained practically a dead letter. No special reference was made on the subject until the question was raised by the Government of India. It was then found that the orders of 1892 had been disregarded. Mr. Pope now agrees with the Syndicate in recommending that things should be left as they are. His Honour was unable to accept this recommendation, and since this Resolution was drafted the Syndicate have consented to forego their objections so far as the first four standards are concerned.

Change of policy.

6. With the exceptions referred to in the previous paragraph, effect has either already been given to the suggestions of the Conference and the Government of India or satisfactory progress is being made towards that end.

Hitherto it has been understood that in Lower Burma money for the advancement of primary education should be supplied entirely from Local Funds, and action has accordingly been taken to secure a more liberal contribution from District Cess Funds. It was also understood that in Upper Burma Government assistance should for the most part be restricted to the support of aided institutions. It has now been laid down that there must be a large increase in the number of primary schools under departmental management. The effect of this change of policy has not been properly grasped by the Director whose proposals for the improvement of primary education are restricted to the establishment of some twenty expensive model schools. It is intended that a suitable proportion of the special funds allotted should be devoted to primary education, and a further report has been called for.

Educational Syndicate and Reformatory Schools Reports.

7. Neither the report of the Educational Syndicate nor that of the Reformatory School, Insein, appears to require special comment or orders from the Local Government.

Miscellaneous.

8. The proposals for the creation of a Burma University referred to in last resolution did not eventually find favour either with the Local Government or with the Government of India, and the question has been put aside for the present. Since the close of the year the transfer of the Rangoon College and Collegiate School to Government has been sanctioned and carried out so far as the school is concerned. Various difficulties arose in connection with the College staff. The transfer of the college will probably be effected from the 1st April 1903.

By order of the Lieutenant-Governor of Burma,

J. B. WINGATE,

Secretary to the Government of Burma.

SECOND QUINQUENNIAL REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEARS 1897-98—1901-02.

CHAPTER I.

PRELIMINARY.

Delay in submitting the reports.

THE annual report has, up to the present, been due, in manuscript on August 1st, but hereafter, beginning with this second quinquennial report, reports are due on August 1st, in print. I have done my best to submit this report in time. It was ready in manuscript on July 31st: the delay has been unavoidable.

Causes of delay.

2. Under the orders of the Government of India, the forms for certain annual returns had to be revised. We revised them, and submitted them for sanction in November 1901: it was not till June 1902 that they were issued, and were available for use in the compilation of our tables. Correction slips had to be printed and inserted in over a thousand copies of one of the forms, and in the case of others very large forms had to be prepared in manuscript in this office, in that of the Inspector of Schools, and by the Deputy Inspectors engaged in the work of compilation.

Then, again, both in Rangoon and Mandalay, dengue fever interrupted the work: man after man fell ill. The returns have, under the orders of the Government of India, been recast. This being the first year of the change, the work of re-classifying schedules of attendance and of passes for the whole of the quinquennial period, has been not only tedious but puzzling.

Finally, to add to our difficulties, the bursting of a pipe one night in the confidential printing-room, on the upper floor of the office, caused a large quantity of water to overflow into the room below in which the schedules under preparation were, with the result that a large number of them were totally destroyed, and had to be redone.

Great care has been taken to follow the instructions that were issued, and the plan adopted in the third quinquennial review.

Description of educational system.

3. I think it well, for future reference, to preface this report by an account of the system of education in Burma, and to point out changes in the system that have been made.

The Education Department.

Education here as elsewhere is divided into Aernacular and Anglo-vernacular, and is classified as in India. The Education Department is under the control of the Director of Public Instruction, with a staff of four Inspectors of Schools, who belong to the

Imperial Service.

Indian Educational Service, and are appointed by the Secretary of State. We hope to have another Inspector of Schools appointed. Up to the present time we have had no Provincial

Provincial and Subordinate Services.

or Subordinate Service. It is proposed now to have them, and to improve the pay and status of Educational officers. There are four Assistant Inspectors

Assistant Inspectors.

of Schools, whose special duty it is to look after vernacular education. The

Deputy and Sub-Inspectors.

subordinate staff consists of 38 Deputy Inspectors of Schools for Burmese, Karen and Tamil and

Preliminary. Telugu schools, and one Sub-Inspector for Talaing schools. These have ordinarily the charge of a district and confine their attention to vernacular education. Anglo-vernacular education is largely carried on by private agency under the grant-in-aid rules. It is also given in the Government Collegiate School, which was under the Educational Syndicate, but is now under Government, and in 4 Government, and 16 Municipal schools. Three of the Government schools have been sanctioned within the last six years.

Anglo-vernacular education.

Municipalities and Town Committees in Lower Burma have the general control of educational affairs, subject to the rules laid down in the Educational Code. In Upper Burma the control is entirely in the hands of the Department.

Position of Municipal and Town Committees.

A body known as the Educational Syndicate conducts certain examinations for the public service for the Government, and advises the Government on educational questions referred to it. To the end of the year 1901-02 it managed the Rangoon College and Collegiate School now re-transferred to the control of the Department.

Educational Syndicate.

District and Local Boards. We have no District or Local Boards.

Collegiate education. For Collegiate education we depend upon the Calcutta University.

Secondary schools are classed as high and middle, the former teaching up to the Entrance standard anglo-vernacular, and up to the local ninth standard vernacular. Middle schools, vernacular and anglo-vernacular, teach up to the seventh standard. The High and Middle Vernacular schools come under the rules for vernacular education, and are almost entirely maintained by private enterprise, assisted by grants from Government and Municipal funds.

Secondary education.

Primary schools are Vernacular and Anglo-Vernacular, the latter coming under the grant-in-aid rules. The former are in some cases under Missionary control, but the large majority are carried on by private individuals, monastic and lay, who draw grants from Government, or Municipal funds, if they come up to a certain standard for registration, and conform to the rules. These are known as *public* schools: all the others, *i.e.*, those that do not conform to the rules and desire no inspection, are known as *private* schools.

Primary education.

To spread primary education, and to teach those managers that either wish to register, or to raise the grade of, their schools, we have Itinerant teachers, who are trained men from the Normal schools, and work under the Deputy Inspectors.

Itinerant teachers.

To supply a useful and cheap form of assistance to such schools, Pupil teachers are appointed for three years. Their initial qualification is that they have passed the fourth standard. They have then to undergo an examination each year by the next standard, and by a teacher's test, practical and theoretical, laid down for each year. If, at the end of three years, they have fully passed, they are sent for a year's practical training to a Normal school.

Pupil teachers.

For the training of teachers we have Anglo-Vernacular and Vernacular Normal schools—3 Government and 9 Aided—for boys, and for girls.

Training of teachers.

All schools—Vernacular and Anglo-Vernacular—are also aided with Equipment and Building-grants, and Salary-grants for certificated teachers. In Vernacular schools certificated teachers draw a higher rate of grant than uncertificated ones.

Nature of aid.

4. As the result of the quinquennial conferences held at Rangoon, Moulmein, and Mandalay in December 1900 and January 1901, a new edition (the fifth) of the Code was issued in 1901.

Changes in the Code.

Preliminary.

In it the following changes were embodied. They were chiefly minor changes in the rules, involving no change in the system of education, except so far as result grants are concerned:—

(*a*) The abolition of payment by results in Anglo-Vernacular schools, and the substitution of a system of maintenance grants.
[This was really done during the early part of quinquennial period, in 1895.]

(*b*) The revision of the English, Tamil, Telugu and Urdu courses, introducing certain changes into the first to improve the power of speaking and of writing correctly, and to give pupils a better grasp of the language.

(*c*) The introduction of a simpler course for infants, below Standard I, in Anglo-Vernacular schools, similar to that for Vernacular schools.

(*d*) The extension, in cases of urgency, of the period of salary-grant in Vernacular schools.

(*e*) The inclusion of Sgau-Karen as an optional in Karen Vernacular schools.

(*f*) The raising of the minimum of attendance in Anglo-Vernacular schools from 250 to 300, without distinction as to race.

(*g*) The reduction in the number of free students allowed in a school, exclusive of orphans, from 25 to 10 per cent., the reduction to be spread over five years.

(*h*) The raising of the minimum rate of fee in Anglo-Vernacular schools, and fixing it at Re. 1 for Infant, I and II Standards; Rs. 2 for Standards III and IV; Rs. 3 for Standards V, VI and VII; and Rs. 4 for Standards VIII and IX.

(*i*) The institution of quarterly test examinations in Anglo-Vernacular schools.

(*j*) The adoption of a fixed set of text-books for Geography, in Vernacular and Anglo-Vernacular schools.

(*k*) The revision of the Kindergarten course, first and second years.

(*l*) The general revision of the standards and of the rules relating to them.

(*m*) The revision of the Slöjd course.

(*n*) The addition of "Cookery and Domestic Economy," "Phonography," and "Needlework, Knitting, Cutting-out and Dress-making" to the technical standards.

(*o*) The abolition of "Merit" grants.

(*p*) The revision of the "Half-salary grants to certificated teachers in Anglo-Vernacular schools."

Simla Conference.

5. During the quinquennial period an Educational Conference was summoned at Simla. As Burma was not included in the invitation, the questions that were discussed were forwarded by the Government of India to the Government of Burma for report, as to how effect could be given to them in Burma.

Committee on European education.

6. In February 1902 the Director of Public Instruction was appointed a member, and subsequently President, of a Committee, which met at Calcutta, to discuss the question of the education of Europeans, and to frame a Code applicable to all India and Burma.

Deputation to India.

7. He was subsequently sent on deputation to India, to visit the various presidencies and provinces, in connection with the questions raised by the Simla Conference.

Indian Universities Commission.

8. He also gave evidence in Calcutta before the Indian Universities Commission, as the Delegate of the Educational Syndicate, who made certain representations to that body on the question of a University for Burma.

Technical and Industrial Commission.

9. A Commission on Technical and Industrial Education, under the presidency of Colonel Clibborn, visited Burma and held its enquiries.

CHAPTER II.

GENERAL AND STATISTICAL SUMMARY.

General and statistical summary. Statement I.

10. The following table gives the statistics of all colleges and schools in Burma for each of the seven years 1891-92 and 1896-97 to 1901-02 :—

TABLE I.—*General Statistics of Institutions and Pupils, 1891-92 and 1896-97 to 1901-02.*

Class of institution.	1891-92.		1896-97.		1897-98.		1898-99.		1899-00.	
	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.	Institutions.	Pupils.
1	2	3	4	5	6	7	8	9	10	11
A.—Public Institutions.										
Arts Colleges { Males...	1	42	2	75	2	83	2	109	2	112
Arts Colleges { Females	...	2	...	5	...	5	...	4	...	3
Professional Colleges. { Males...	...	...	...	...	...	...	...	...	...	...
Professional Colleges. { Females	...	...	...	...	...	...	...	...	...	...
Secondary Schools. { Males...	79	9,091	227	17,035	260	18,882	264	20,479	286	22,162
Secondary Schools. { Females	22	1,908	33	4,474	34	4,677	33	5,019	36	5,239
Primary Schools. { Males ..	5,946	115,115	4,688	104,914	4,410	97,121	4,112	95,699	3,881	97,414
Primary Schools. { Females	112	16,712	244	21,672	248	21,891	231	20,582	229	24,057
Training Schools. { Males...	2	63	2	155	2	140	4	137	5	177
Training Schools. { Females	2	21	4	87	4	87	5	89	5	124
Other Special Schools. { Males ..	18	465	27	722	28	695	27	716	28	955
Other Special Schools. { Females	1	23	8	171	8	188	8	172	10	227
Total Public Institutions	6,183	143,442	5,235	149,310	4,996	143,769	4,686	143,006	4,482	150,470
B.—Private Institutions.										
Advanced ... { Males...	...	...	...	...	...	...	...	...	...	...
Advanced ... { Females	...	...	...	...	...	...	...	...	...	...
Elementary ... { Males...	5,765	50,226	10,531	103,171	11,240	113,323	11,586	124,579	12,507	134,699
Elementary ... { Females	59	2,360	54	2,656	44	2,557	59	2,672	61	2,818
Total Private Institutions	5,824	52,586	10,585	105,827	11,284	115,880	11,645	127,251	12,568	137,517
GRAND TOTAL ...	12,007	196,028	15,820	255,137	16,280	259,649	16,331	270,257	17,050	287,987

Class of institution.	1900-01.		1901-02.		Percentage of Increase or Decrease.			
					Institutions.		*Pupils.*	
	Institutions.	Pupils.	Institutions.	Pupils.	1891-92 compared with 1896-97.	1896-97 compared with 1901-02.	1891-92 compared with 1896-97.	1896-97 compared with 1901-02.
	12	13	14	15	16	17	18	19
A.—Public Institutions.								
Arts Colleges { Males...	2	136	2	140	+ 100	...	+ 78	+ 87
Arts Colleges { Females	...	4	...	8	...	...	+ 150	+ 60
Professional Colleges. { Males...	...	...	...	...	...	...	...	...
Professional Colleges. { Females	...	...	...	...	...	...	...	...
Secondary Schools. { Males...	296	24,193	330	26,562	+ 187	+ 45	+ 87	+ 56
Secondary Schools. { Females	33	5,807	39	6,077	+ 50	+ 18	+ 134	+ 36
Primary Schools. { Males...	3,805	99,042	3,927	97,437	— 21	— 16	— 9	— 7
Primary Schools. { Females	286	28,596	323	30,228	+3118	+ 32	+ 30	+ 39
Training Schools. { Males...	5	224	6	341	...	+ 200	+ 146	+ 120
Training Schools. { Females	5	80	6	159	+ 100	+ 50	+ 314	+ 83
Other Special Schools. { Males...	37	1,018	96	1,513	+ 50	+ 256	+ 55	+ 110
Other Special Schools. { Females	12	294	12	283	+ 700	+ 50	+ 643	+ 65
Total Public Institutions	4,481	159,394	4,741	162,748	— 15	— 9	+ 4	+ 9
B.—Private Institutions.								
Advanced ... { Males...	...	...	...	...	...	...	...	...
Advanced ... { Females	...	...	...	...	...	...	...	...
Elementary ... { Males...	13,036	144,321	13,470	150,125	+ 83	+ 28	+ 105	+ 45
Elementary ... { Females	82	3,361	73	3,377	— 38	+ 35	+ 13	+ 27
Total Private Institutions	13,118	147,682	13,543	153,502	+ 82	+ 28	+ 101	+ 45
GRAND TOTAL ...	17,599	307,076	18,284	316,250	+ 32	+ 16	+ 30	+ 24

11. In this table we have the figures for seven years. The total of all institutions and of pupils for 1901-02, as compared with 1891-92, shows an increase in the former of 6,277 and in the latter of 120,222. If we compare 1901-02 with 1896-97, we have an increase of 2,464 and 61,113, respectively. The figures of 1901-02 and 1900-01 show an increase of 685 and 9,174 respectively. This shows that in all institutions, public and private, there has been an increase, that is to say, more schools have been discovered by the inspecting agency, and more pupils have been found, to whom education of some kind or other is being given. General and statistical summary.

12. I shall now give the figures for public and private schools, *i. e.*, of schools that do conform and are regularly inspected and aided, and of schools that do not conform to the Government requirements and desire no inspection.

(*a*) Public.

In 1891-92 there were 1,442 more schools but 19,306 less pupils than in 1901-02; 1896-97 had 494 more schools but 13,438 less pupils than 1901-02. This decrease in the number of schools is due to the fact that when education was first taken up in Upper Burma, the Deputy Inspectors of Schools, who were very few in number, and had very imperfect means of collecting statistics, often put schools on the register that were totally unqualified. The process of weeding out has gone on steadily; but with better inspection and better teaching, the number of pupils has gone up steadily. There has been a steady increase every year, except 1897-98 and 1898-99, when the attendance dropped by 5,541 and 6,304 as compared with 1896-97. In 1899-1900 it increased by 7,464 over that of the year before, and the increase has been steadily maintained ever since. Statement I.

(*b*) Private.

In 1901-02, we have 260 more schools and 3,354 more pupils than in 1900-01. The figures for 1901-02 and 1891-92 show an increase of 7,719 schools and 100,916 pupils. The figures for 1901-02 and 1896-97 show an increase of 2,958 and 47,675 respectively. For the last two years there is an increase of 425 schools and 5,820 pupils; of the 13,543 schools, 217 with an attendance of 4,094 teach the Koran only, and 26 with an attendance of 471 are boys' schools for religious teaching only. The balance is made up of 13,227 boys' schools with 147,902 pupils, and 73 girls' schools with 1,035 pupils: these schools teach only a vernacular. Statement III.

13. I shall now take the figures for each class of public institution.

Arts Colleges.—The number of colleges is the same as in 1896-97, and 1 more than in 1891-92; the attendance has gone up from 44 in 1891-92 and 80 in 1896-97 to 148 in 1901-02. The number of girls has gone up from 2 in 1891-92 and 5 in 1896-97 to 8 in 1901-02. We have no separate Arts Colleges for women. We have no *Professional Colleges.*

Under *secondary* education in 1891-92, we had 79 schools for males, 22 for females; in 1896-97 the numbers had risen to 227 and 33 respectively; in 1901-02 they are 330 and 39 a steady rise. We have in 1901-02 34 more schools for males and 6 more for females than in 1900-01.

The attendance in 1891-92 was 9,091 for males and 1,908 for females; it rose in 1896-97 to 17,035 and 4,474 respectively, and in 1901-02 it was 26,562 and 6,077 respectively. Since 1900-01 there has been an increase of 2,369 and 270 respectively. There has been steady increase all round, female education showing steady improvement.

Under *primary* education, I cannot recommend the figures for attendance in 1891-92 and 1896-97 as reliable. Those were years when in Upper Burma, as I have pointed out above, and in my annual reports, registration was granted on far too easy terms. Deputy Inspectors were anxious to show big figures, and we had not the agency for checking them. The figures from 1897-98 onwards are reliable. In that year there were 4,410 schools for males and 248 for females, with an attendance of 97,121 and 21,891 respectively. From that year 1897-98 to 1901-02 the figures have varied but little. Those for 1901-02 are 3,927 schools for males and 323 for females, with an attendance of 97,437 and 30,228 respectively, while the schools for males have decreased, the attendance has gone up.

General and statistical summary.

The schools and the attendance for females have considerably increased if 1901-02 is compared with 1897-98. The reason of this decrease in boys' schools is that the monks, who so largely carry on primary education, are constantly on the move and give up their schools. Then, again, while we get an increase of attendance in primary schools for males, it is soon reduced by the rapid spread of education, which turns Primary into Secondary schools. The above causes do not affect primary education for females to the same extent as that for males.

I trust that the rise in Primary schools and attendance for females, from 112 and 16,712 in 1891-92 to 323 and 30,228 in 1901-02, and the considerable rise in secondary education, will put an end to the erroneous idea that somehow has gained currency, that female education in Burma is not doing well. Even under private institutions there has been an increase from 59 and 2,360 to 73 and 3,377.

Training schools were 2 for males and 2 for females in 1891-92, with an attendance of 63 and 21 respectively. In 1896-97 there were 2 schools for males and 4 for females with an attendance of 153 and 87. In 1901-02 there were 6 schools for males, 6 for females with an attendance of 341 and 159. The figures for 1900-01 are 5 schools for males and 5 for females with an attendance of 224 and 80. The statistics for males show a steady increase all round: those for females show a falling-off in 1900-01, but a considerable rise in 1901-02.

Other special schools in 1891-92 were 18 for males and 1 for females, with an attendance of 465 and 23 respectively. In 1896-97 they rose to 27 and 8, with an attendance of 722 and 171. In 1901-02 there were 96 schools for males and 12 for females, with an attendance of 1,513 and 283 respectively. The increase since 1900-01 was 59 schools and 495 pupils for males.

Special schools comprise 2 Commercial, 1 Law, 1 Engineering, 1 Apprentice, 21 Survey, 4 Industrial, 1 Reformatory, 58 Pâli, and 19 Kindergarten schools. In 1896-97 there were no Commercial, 20 Survey, no Industrial, no Pâli, and 12 Kindergarten schools.

Statement III.

14. In 1901-02, as compared with 1896-97, *High* schools for *boys* increased by 2 and the attendance by 1,799, those for *girls* by 1 and 353 respectively. *Middle* schools for *boys* increased by 7 and the attendance by 2,348; those for *girls* by 2 and 264 respectively.

Anglo-vernacular, secondary.

Vernacular, secondary.

Middle schools for *boys* increased by 94 and the attendance by 6,095; those for *girls* by 3 and 271 respectively.

Anglo-vernacular, primary.

Primary schools for *boys* decreased by 6 and attendance by 125; those for *girls* remained the same, but the attendance decreased by 93.

Vernacular, primary.

Primary schools for *boys* decreased by 755 and the attendance by 2,286, while those for *girls* increased by 79 and the attendance by 3,583.

All the above schools, Anglo-Vernacular and Vernacular, are mixed schools for boys and girls, the number of boys being considerably larger in the boys' schools and of girls in the girls' schools.

Proportion of schools to towns and villages.

Statement I.

15. In 1896-97 we went by the census figures of 1891-92 when the population was 3,887,156 males and 3,740,412 females; the percentage then was 53·80 for males and 1·19 for females. Working on those figures, the percentage rose in 1900-01 to 59·72 for males and 1·45 for females. But in 1901-02 the census showed a population of 4,728,689 males and 4,524,186 females; the percentages now are 38·76 for males and 0·98 for females.

Villages.

In 1901-02 the percentages according to divisions show Sagaing to be highest for males with ·65 and Arakan and Irrawaddy the lowest with ·23 each. For females, every division but Mandalay, which is ·02, shows a percentage of ·01.

Divisions.

Proportion of pupils to schools.

16. Colleges are confined to the Pegu division; the average attendance has risen from 40 in 1896-97 to 74 in 1901-02.

In Secondary schools the average has risen from 83 to 88; in Primary from 26 to 30; and in Special schools it has fallen from 28 to 19. The Pegu, Tenasserim, Mandalay and Sagaing divisions are responsible for the decrease, especially Mandalay, in which it fell from 33 to 13.

Proportion of pupils to population: Explanation of maps.

17. The following table gives the number of pupils, male and female, for each of the three quinquennial years (1891-92, 1896-97 and 1901-02), together with the proportion of those numbers to the estimated population, male and female, of school-going age, which is assumed to be 15 per cent. of the total population. In 1891-92 the census showed a male population of 3,887,156 and a female of 3,740,412, or 7,627,568 in all. The male pupils were 175,010 or 30·02 per cent. and the female 21,018 or 3·7 per cent., the total percentage being 17·1. The percentage for female pupils being lowest in the Arakan, Pegu, Tenasserim, Sagaing and Minbu divisions.

In 1896-97 the percentage rose to 38·8 for males and 5·2 for female pupils and to 22·3 for the whole. The census figures for 1901-02 are 4,728,689 males and 4,524,186 females. The number of pupils is 276,118 males and 40,132 females, or a total of 316,250. The percentage is 38·9 for males, 5·9 for females and 22·8 for the whole. Arakan and Minbu still show a very small percentage for female education, though the latter has improved. Pegu has considerably improved, rising from 2·1 per cent. in 1891-92 to 9·9 per cent. in 1901-02. Sagaing and Meiktila have gone back. Tenasserim and Mandalay have risen from 2·4 and 5·1 per cent. to 8·7 and 8·5 per cent. respectively.

TABLE II.—*Proportion of pupils to estimated population of school-going age, 1891-92, 1896-97 and 1901-02.*

Division.	Population.			Scholars.			Percentage of male scholars to male population of school-going age.	Percentage of female scholars to female population of school-going age.	Percentage of total scholars to total population of school-going age.
	Males.	Females.	Total.	Males.	Females.	Total.			
	(1891-92.)								
Arakan ...	356,951	314,948	671,899	9,694	896	10,590	18·1	1·9	10·5
Pegu ...	789,388	667,101	1,456,489	45,726	2,145	47,871	38·6	2·1	21·9
Irrawaddy ...	800,730	751,436	1,552,166	30,091	11,456	41,547	25·05	10·2	17·8
Tenasserim ...	515,227	462,846	978,073	30,980	1,700	32,680	40·09	2·4	22·3
Mandalay ...	326,591	322,444	649,035	16,989	2,467	19,456	34·7	5·1	20·0
Sagaing ...	308,277	362,517	670,794	16,121	234	16,355	34·9	·4	16·3
Minbu ...	521,836	576,993	1,098,829	18,450	346	18,796	23·6	·4	11·4
Meiktila ...	268,156	282,127	550,283	6,959	1,774	8,733	17·3	4·2	10·5
Total ...	3,887,156	3,740,412	7,627,568	175,010	21,018	196,028	30·02	3·7	17·1

General and statistical summary.

Proportion of pupils to estimated population of school-going age, 1891-92, 1896-97 and 1901-02.

Division.	Population.			Scholars.			Percentage of male scholars to male population of school-going age.	Percentage of male scholars to female population of school-going age.	Percentage of total scholars to total population of school-going age.
	Males.	Females.	Total.	Males.	Females.	Total.			
	(1896-97.)								
Arakan ...	356,951	314,948	671,899	13,352	795	14,147	24·9	1·7	14·04
Pegu ...	789,388	667,101	1,456,489	44,306	8,258	52,564	37·4	8·3	24·0
Irrawaddy ...	800,730	751,436	1,552,166	33,817	6,812	40,629	28·2	6·04	17·5
Tenasserim ...	515,227	462,846	978,073	31,676	4,855	36,531	41·0	7·0	24·9
Mandalay ...	326,591	322,444	649,035	19,003	3,212	22,215	38·8	6·6	22·8
Sagaing ...	308,277	362,517	670,794	21,944	1,924	23,868	47·5	3·5	23·7
Minbu ...	521,836	576,993	1,098,829	29,237	1,580	30,817	37·4	1·8	18·7
Meiktila ...	268,156	282,127	550,283	32,717	1,649	34,366	81·3	3·9	41·6
Total ...	3,887,156	3,740,412	7,627,568	226,052	29,085	255,137	38·8	5·2	22·3
	(1901-02.)								
Arakan ...	405,587	356,515	762,102	15,192	943	16,135	25·0	1·8	14·1
Pegu ...	995,215	825,423	1,820,638	56,360	12,311	68,671	37·8	9·9	25·1
Irrawaddy ...	865,917	797,752	1,663,669	38,715	7,359	46,074	29·8	6·1	18·5
Tenasserim ...	608,141	551,417	1,159,558	41,483	7,219	48,702	45·5	8·7	28·0
Mandalay ...	395,948	381,390	777,338	23,712	4,907	28,619	39·9	8·6	24·5
Sagaing ...	465,312	535,171	1,000,483	30,588	2,872	33,460	43·8	3·6	22·3
Minbu ...	517,675	558,605	1,076,280	35,031	1,639	36,670	45·1	1·9	22·7
Meiktila ...	474,894	517,913	992,807	35,037	2,882	37,919	49·2	3·7	25·5
Total ...	4,728,689	4,524,186	9,252,875	276,118	40,132	316,250	38·9	5·9	22·8

Schools according to class of institution.

Statement III.

18. This has been partly gone into above. The increase is pretty evenly distributed among all the divisions: Arakan shows the least progress. In 1896-97 it had 816 institutions and 14,147 pupils, in 1901-02 it had 928 institutions and 16,135 pupils. Compared with 1896-97, 1901-02 shows an increase of 16 per cent. in institutions and 24 per cent. in attendance; 1896-97, compared with 1891-92, shows an increase of 32 per cent. in institutions and 30 per cent. in pupils: this difference is accounted for by the fact that Upper Burma was included during the former quinquennial period.

Every division shares in the rise in secondary education and special schools. The Upper Burma divisions show a decrease in primary schools and pupils, while the Lower Burma ones show a steady increase in both. This is due, as has been explained, to hurried registration at the start, that inflated the number of public schools, but Mandalay and Sagaing have recovered the quickest, while Minbu and Meiktila still show the effects, though they are slowly picking up.

Pupils according to stages of instruction.

Statements III and V.

19. *Instruction.*—Male pupils show a considerable increase in all stages, but lower primary, which has fallen in 1901-02 to 103,039 from 115,823 in 1891-92. There has been a steady decrease each year, while on the other hand the upper primary stage has steadily gone up from 5,913 in 1891-92 to 15,221 in 1901-02. In 1896-97 it rose to 10,485.

Female pupils show a decided increase in every stage: the upper primary has gone up from 1,072 in 1891-92 to 2,955 in 1901-02, and the lower primary from 17,143 to 32,615.

Schools according to management.

20. *Public management—Government.*—In 1896-97 there were 45 schools with 2,338 pupils. In 1901-02 there were 34 schools with 2,290 pupils. General and statistical summary.

Public management—Board.—In 1896-97 there were 19 schools with 2,197 pupils. In 1901-02 there were 17 schools with 2,578 pupils. Statement III.

Under *private management,* in 1896-97, we had aided and unaided schools and private, but in 1901-02 we now have aided and private only. The unaided class that appeared each year in the report did not strictly come under that head. They were all schools in Upper Burma that had been registered provisionally with the hope that they would in time come up for examination and for grants. The very large majority of them never realized the hopes of the Deputy Inspectors of Schools. Those that did, came on to the aided, and the rest reverted to the private list.

Aided schools have gone up from 2,955 in number and 102,416 in attendance in 1896-97 to 4,690 and 157,880 respectively.

Private schools have gone up from 10,585 to 13,543 and in attendance from 105,827 to 153,502 during the past five years.

The average proportion of pupils for 1896-97 was ·9 in Government and Board schools, 40·1 in aided, 16·6 in unaided, and 41·5 in private schools; in 1901-02 it was ·7 in Government, ·8 in Board, 49·9 in aided and 48·5 in private schools Unaided, as stated above, are no longer included.

Pupils according to race and creed.

21. In comparing the figures of 1901-02 with those of 1896-97, we are met at the outset with a serious difficulty. The classification now ordered differs essentially from that laid down in 1896-97. We have now to account for Parsis, Brahmans and Buddhists, whereas formerly these were in one class called "Others." In 1901-02 there were 50 Parsis, 413 Brahmans and 141,332 Buddhists reading in *public* institutions, and 97 Brahmans, no Parsis, and 148,968 Buddhists in *private* institutions. We cannot trace these for 1896-97. Statement IIIA.

In *public* institutions Europeans and Eurasians have increased by 718; Native Christians have decreased by 2,016; Muhammadans have increased by 1,215; non-Brahmans have increased by 472, and "Others" have decreased by 128,746.

In *private* institutions there are no Europeans and Eurasians, Native Christians, or Parsis. Muhammadans have increased by 456, non-Brahmans have decreased by 110, and there are no "Others."

The percentage of pupils in public institutions according to race or creed in the various departments cannot be given, as the census figures under this head are not available.

Languages learnt by pupils.

22. The figures for 1901-02 show that 17,730 pupils learnt English, 62,067 a classical language, and 156,656 vernacular in *public* institutions; in *private* institutions there were 169 learning English, 82,841 a classical language, and 149,114 a vernacular. In the former the Sagaing, Minbu and Meiktila divisions show the smallest number learning English, though there is an advance since 1896-97. Comparing these figures with those for 1896-97 in *public* institutions we have an increase of 39 per cent. in English, a decrease of 11 per cent. in Classical language, and an increase of 1 per cent. in the Vernacular. In private institutions English has decreased 35 per cent., Classical language has gone up 139, and the Vernacular 52 per cent. In 1896-97 there were 12,998 pupils learning English with an increase of 4,901 pupils for 1901-02. Out of 88 of school going age, one child was learning English in 1896-97 and one out of 78 in 1901-02. The chief rise is in the Pegu, Tenasserim, Irrawaddy, and Mandalay divisions, which have the Anglo-Vernacular schools of Rangoon, Moulmein, Bassein, and Mandalay. Statement III.

General statistics of expenditure.

General and statistical summary.

23. The total expenditure in 1901-02 was Rs. 17,95,662 against Rs. 13,03,435 in 1896-97. There is an increase under every head but Municipal and other sources, which show a decrease of ·8 and 9 per cent. respectively. Provincial and Local funds increased by 55 and 49 per cent. respectively. The striking feature has been the increase in fees, which have gone up 62 per cent. from Rs. 2,42,860 in 1896-97 to Rs. 3,93,711 in 1901-02. The increase above the amount collected in 1900-01 is Rs. 44,487.

Statement IV.

The direct expenditure increased by 39 per cent. or Rs. 3,74,071, and the indirect by 34 per cent. or Rs. 1,18,156.

The expenditure on arts colleges rose from Rs. 72,471 in 1896-97 to Rs. 83,427 in 1901-02; that on secondary schools increased by 34 per cent., on primary schools by 55 per cent.; on training schools by 45 per cent., and on other special schools by 59 per cent.

The cost of direction, inspection, scholarships, buildings, and miscellaneous increased by 23, 14, 28, 73 and 19 per cent. respectively, while the cost of furniture, &c., decreased by 3 per cent. The increase is due to the natural development of education in a comparatively young province. It is neither out of proportion to the needs of the province nor has it as yet reached its legitimate limit.

The increase under secondary and primary is due to the expansion in these two stages, and to the payment of larger grants to aided schools, anglo-vernacular and vernacular.

In training institutions it is due to growth in this very important branch of education. The increase under buildings speaks for itself; the province has kept in view the necessity for improvement in school buildings. Aided schools have been liberally helped.

Provincial funds show an increase of Rs. 2,90,977, Local funds Rs. 70,593, Municipal a decrease of Rs. 1,258. Fees increased by Rs. 1,50,851 and "Other sources" decreased by Rs. 18,936.

The average expenditure per head of population was annas 2-9 in 1896-97 and annas 3-1 in 1901-02. Public funds expended annas 1-9 and annas 2-1 and private funds pies 11, and anna 1 respectively in the two periods.

The expenditure, if taken on the chief classes of institutions during the quinquennial period, increased by Rs. 10,956 on arts colleges, by Rs. 1,91,435 on secondary, by Rs. 1,25,496 on primary, and by Rs. 46,184 on special schools.

Proportionate expenditure from Public and Private funds.

24. In 1891-92, 1896-97, and 1901-02 respectively Provincial Funds bore 34·8, 41, and 45·9 per cent.; Local funds 12·5, 11, and 11·9 per cent.; Municipal 19·6, 12·5, and 9·02 per cent.; Fees 16·5, 18·6, and 21·9 per cent., and Other sources 16·6, 16·9, and 11·2 per cent., respectively. Comparing 1901-02 with 1896-97 Public funds bore 66·9 and 64·5 per cent. and Private 33·1 and 35·5 per cent., respectively.

In Colleges and Special schools Public expenditure has decreased while Private has gone up, this is exactly the opposite in both Secondary and Primary schools. Under "Indirect" both Public and Private expenditure have increased.

Analysis of expenditure from Public funds.

25. The expenditure on Arts colleges increased 8 per cent., *i. e.*, by Rs. 4,303; on Secondary schools by 39 per cent., *i. e.*, by Rs. 88,069; on Primary schools by 62 per cent., *i. e.*, by Rs. 1,21,155; and on Training schools by 42 per cent., *i. e.*, by Rs. 14,335.

In 1891-92 the proportion of Direct expenditure from Public Funds on Arts colleges, Secondary schools, Primary schools and Training schools was 8·9, 38·1, 43·8, and 5·2 per cent; in 1896-97, 9·9, 41·0, 35·7, and 6·2 per cent.; in 1901-02 7·4, 39·5, 39·9, and 6·1 per cent. respectively.

For these years the schools under Public management received 43·2, 38·6 and 26·5 per cent., and Aided schools 56·8, 61·4 and 73·5 per cent. respectively.

Average cost of each pupil.

26. In 1896-97 the average cost in Arts colleges was 941·2, of which Provincial, Local and Municipal and Private funds bore 777·8, 8·6, and 233·3 per cent., respectively, in 1901-02 it was 548·9. Provincial and Private funds only bearing a share of 386·9 and 162 respectively. In Secondary schools the cost was 26·7 and 23·5 respectively ; in 1896-97 Provincial, Local and Municipal, and Private funds bore 4, 6·6, and 16·1, and in 1901-02, 5·5, 4·1, and 13·8 respectively. In Primary schools the cost was 2·7 and 2·8 respectively ; in 1896-97 Provincial, Local and Municipal and Private funds bore ·6, 1·7, ·4, and in 1901-02 ·8, 1·7, and ·3 respectively. General and statistical summary. Statement II.

Training schools were supported by Public and Private funds only at a cost of 148·8, and 116·5 respectively, the shares being 140·5 and 8·3 and 107·4 and 25·8 respectively.

Special schools cost 54·7 and 44·9 respectively, the share between Provincial, Local and Municipal and Private funds being 42·5, 1·8, and 11·6 and 31·2, 1·3, and 14·2 respectively. According to management Government paid in the two periods 835·8 and 478·5 to Arts colleges, 54·6 and 66·0 to Secondary schools, 73·9 and 164·2 to Primary schools, 148·8 and 134·6 to Training schools, and 54·7 and 71·7 to Other Special schools. Municipalities contributed to Secondary and Primary schools only 50·0 and 34·6 in 1896-97, and to Other Special schools as well in 1901-02 46·4, 42·6, and 61·8 respectively.

Aided schools contributed 1,995·1 and 1,242·9 to Arts colleges, 22·5 and 20·08 to Secondary schools, 2·6 and 2·7 to Primary schools, 102 in 1901-02 only to Training schools and 25 to Other Special schools.

Direct and Indirect expenditure.

27. The proportion between Provincial, Local and Municipal funds in 1896-97 was 49·5, 92·7 and 94·6 ; in 1901-02 it was 54·4, 94·7 and 89·1 respectively.

Local Funds expenditure.

28. Local funds contributed to Secondary, and Primary schools, and 'Indirect' only.

In 1896-97 Rs. 18,668 or 12·9 were spent on Secondary, Rs. 1,14,567 or 79·8 on Primary, and Rs. 10,486 or 7·3 on 'Indirect'; in 1901-02 Rs. 35,035 or 16·3 were spent on Secondary, Rs. 1,67,860 or 78·3 on Primary, and Rs. 11,419 or 5·3 on 'Indirect.'

Municipal Funds expenditure.

29. Municipal funds contributed to all but colleges. Secondary schools got in the two periods Rs. 1,22,398 or 75, and Rs. 99,937 or 61·7 ; Primary schools Rs. 31,274 or 19·2, and Rs. 43,070 or 26·6 ; Special schools got Rs. 600 or ·4, and Rs. 1,315 or ·8.; and 'Indirect' Rs. 8,880 or 5·4, and Rs. 17,632 or 10·9.

Expenditure from fees.

30. The increase from fees during the period rose in colleges from Rs. 4,306 to Rs. 9,981, the percentage being 6 per cent. in 1896-97, and 12 in 1901-02 ; in Secondary schools the increase rose from Rs. 2,11,190 and 37 per cent. to Rs. 3,43,704 and 45·06 per cent. ; in Primary schools it rose from Rs. 18,611 and 8 per cent. to Rs. 22,953 and 6·5 per cent. ; in Special schools it rose from Rs. 8,753 to Rs. 17,073 and 2·98 per cent.

Expenditure on scholarships.

31. The whole expenditure under this head, with the exception of Rs. 112 in 1901-02, was met from Public funds.

During the two periods the amounts spent on Arts colleges were Rs. 4,725 and Rs. 7,537. In 1901-02 we have entered Rs. 2,640 as scholarships in Professional colleges ; this is spent in Madras and in Calcutta on students sent for Medical training.

The amounts spent on Secondary schools were Rs. 5,471 and Rs. 6,549; on Primary schools Rs. 3,837 and Rs. 227, and on Special schools Rs. 11,273 and Rs. 15,353 respectively. Scholarships in Primary schools have been abolished ;

General and statistical summary.

the small sum of Rs. 227 in 1901-02 represents the amount paid to those whose tenure of scholarship had not expired. Next year there will be none.

Taking 1891-92, 1896-97, and 1901-02 the proportion of expenditure is as follows:—

Arts colleges 17, 19 and 23; Professional colleges 2, 0, and 8; Secondary schools 39, 22 and 20; Primary schools 5, 15, 7, and Special schools 37, 44, and 48 respectively.

CHAPTER III.

CONTROLLING AGENCIES.

Reorganization of the Department.

Controlling agencies.

32. We have had no reorganization of the department, and are still without a provincial or a subordinate service, unless the Deputy Inspectors be excluded. They alone of all the servants of the Government in the Education department form a small so-called subordinate service.

Proposals have, however, been submitted for the formation of these services and for the increase of the Indian Educational service by the appointment of another Inspector of Schools.

Strength of the Inspecting Staff.

33. For easy reference I include the following table, which shows at a glance our position in 1891-92 and during the past five years:—

Year.	Inspectors.	Assistant Inspectors.	Deputy Inspectors.	Sub-Inspectors.	Itinerant teachers.
	No.	No.	No.	No.	No.
1891-92	3	...	27	2	...
1896-97	4	...	33	5	159
1897-98	4	...	33	5	181
1898-99	4	3	34	2	170
1899-00	4	3	35	1	181
1900-01	4	4	36	1	168
1901-02	4	4	38	1	169

In 1891-92 we had no Assistant Inspectors or Itinerant teachers. The former came into existence in 1898-99: 3 having been appointed. In 1900-01 the number was raised to 4, *i. e.*, 1 for each circle.

Itinerant teachers were first appointed in 1896-97. The Sub-Inspectors were abolished in 1899-00, only one being retained for Talaing schools.

The functions of all the above officers have been described in Chapter I.

The number of Deputy Inspectors has risen from 27 in 1891-92 to 33 in 1896-97 and 38 in 1901-02.

If inspection and supervision of Vernacular education is to be thorough, the number will have to be still further increased. Of the above, 1 is for Tamil and Telugu schools, 4 for Karen, and 33 are for Burmese schools. One of the 33, in the Toungoo district, has Karen and Burmese schools under him.

Changes during the past five years.

34. Mr. Goss, Senior Inspector of Schools, who was in charge of the Eastern Circle, retired in October 1901, Mr. Douglas, B.A. (*Camb.*), being appointed by the Secretary of State to fill the vacancy.

U Po Maung, K.S.M., Assistant Inspector of Schools, and U Shwe Hmôn, A.T.M., Deputy Inspector of Schools, both retired after long and good service, in January 1900 and 1899 respectively. In recognition of their services they were granted titles.

Among Deputy Inspectors, Maung Bwa retired in December 1900, Maung Po Nwe in December 1898, Maung San Dwa (Karen) in February 1900, and Maung Me Gri in January 1902.

Controlling agencies.

Mr. Cocks, M.A. (*Oxon.*), was appointed by the Secretary of State in October 1897, when the number of Inspectors was raised from 3 to 4.

Minbu and Magwe, Meiktila and Kyauksè, and Katha, Bhamo and Myitkyina districts, which were under one Deputy Inspector each, were formed into separate districts, and the Hanthawaddy district, which is large, was given two Deputy Inspectors.

On the retirement of Mr. Goss, Mr. Potter, M.A. (*Camb.*), B.Sc., F.C.S., after five years of good work in the Northern circle, was transferred to the Eastern circle.

The Pakôkku district was transferred from the Northern to the Central, and the Yamèthin district from the Eastern to the Northern circle.

We have lost three officers by death: Maung Po San, Assistant Inspector of Schools, in October 1898—a very promising officer, and Maung Tun and Maung San Ye, Deputy Inspectors of Schools.

Cost of Direction and Inspection.

Statement IV.

35. The cost from Public funds rose from Rs. 1,73,487 in 1896-97 to Rs. 2,01,725 in 1901-02, a rise of 16 per cent. The rise comparing 1896-97 with 1891-92 was 26 per cent. In 1901-02 Provincial Revenues contributed Rs. 1,90,033, Local Funds Rs. 10,568, and Municipal Funds Rs. 1,124 against Rs. 1,62,800, Rs. 9,734, and Rs. 953 respectively in 1896-97. 'Direction' in 1896-97 cost Rs. 36,360 and Rs. 44,756 in 1901-02, while 'Inspection' cost Rs. 1,37,127 and Rs. 1,56,969 respectively. The increase in the total was 3 per cent. in 1897-98, 5 per cent. in 1898-99, 5 per cent. in 1899-00, 3 per cent. in 1900-01 and ·03 per cent in 1901-02.

Nature of work done.

36. I can only repeat what I said in the Report for 1900-01. We have done our utmost to bring Primary and Secondary education, Vernacular and Anglo-Vernacular, under systematic inspection, to improve its tone, and to improve the general teaching in schools. The system of inspection is very thorough and reaches every grade of school. It has been a rule in this province, that Educational officers shall leave a school or district the better for their inspection. The general instructions to Inspecting officers, and the Inspection Manual (Chapter XIV of the Code) show what we have all along aimed at. The Officers of the Department of every grade, from Director to Deputy Inspectors, are teachers as well as Inspecting officers, and they can at their inspections, not only point out what is wrong, but show how it can be put to rights, whether it be matters of discipline, school-management, handling of classes, or the teaching of the subjects in the Code. The great change and advance in education, and the greatly improved methods of teaching, are due to the care we take in the matter of training teachers; to the increase in the Inspecting staff; to the employment of men of good education and special training; and to the very thorough way in which the Inspecting staff have done their work.

Officers specially mentioned.

The Inspector of Schools brings the names of the following officers forward for special mention:—

Maung We Lin, B.A., Maung Pru, Maung Môn, K.S.M., and Maung Tu, B.A., Assistant Inspectors; Maung So Pe, Maung Zaw Pe, B.A., Maung Tun San U, Saw Chin Cheng, B.A., Maung Po Tin, Maung Ngwè Zin, Maung Tun Aung Gyaw, Maung Pa Ha (since retired), Maung Po Kyin, Maung Ba, Samuel, Maung Kyauk Lôn, Yusuf Khandia, Maung Tun Hla (II), Maung E Choe, Maung Hmat, Maung Saw Pe, and Maung Pu, Deputy Inspectors of Schools.

Decorations and rewards.

The following officers and managers have been selected for recognition by the Governments of India, and of Burma:—

U Po Maung, K.S.M., U Shwe Hmôn, A.T.M., U Môn, K.S.M., Miss Higby, A. B. Mission, Kaiser-i-Hind Medal.

Robe and Certificate of Honour.—U Ketumala, Head Monk, Monastic, School, Kawkami village, Amherst district; U Thôndara, Monastic School-

Controlling agencies.

manager, Taukkyangyin, Yamèthin district; Pôngyi U Wilatha, Monastic School-manager, Thayetmyo district; Pôngyi U Meda, Monastic School-manager, Pakôkku district.

Certificate of Honour.—Maung Kyin, Lay School-manager, Pakôkku district; Saya Maung Ket, School-manager, Bassein district; Maung Shwe Da, Itinerant Teacher, Myaungmya district; Maung Sein, Lay School-manager, Tharrawaddy district.

Other controlling agencies.

37. As the system of control has been described in Chapter I, there is no need to say more here.

CHAPTER IV.

COLLEGIATE EDUCATION.

The University.

Collegiate education.

38. The Colleges in Burma are still affiliated to the Calcutta University. The question of establishing a University for Burma, which was originally raised in 1893, was again taken up by the Educational Syndicate in 1901, but the proposal did not meet with the approval of the Government of India. The Educational Syndicate, however, drew up a full statement of their case for submission to the Indian Universities Commission, appointed in 1901, and sent at the same time a delegate to give evidence before the Commission at Calcutta.

Arts Colleges.

Statement III.

39. The number of colleges remains the same; one first grade,—the Rangoon College, and one second grade,—the Baptist College. The former, which since 1886 has been controlled by the Educational Syndicate has, after a long and full discussion of the question, been handed back, under orders from His Majesty's Secretary of State for India, to the Government, under altered conditions as to the pay and recruitment of the staff. The change takes effect from 1st *April* 1902.

Attendance.

The average number on the rolls has risen during the quinquennial period from 77 in 1896-97 to 152 in 1901-02. The rise between 1891-92—1896-97 was from 44 to 77. The numbers in the Rangoon College rose from 70 to 138, and those in the Baptist College from 7 to 14. The average daily attendance rose from 69 to 139 in both colleges, the rise in the Rangoon College being from 62 to 126, and that in the Baptist College from 7 to 13. During the last official year the number in the Rangoon College rose from 129 to 138 and that in the Baptist College from 10 to 14, making a total rise from 139 to 152. The numbers in the Baptist College remain small. The Principal in his report accounts for the small numbers by saying: "In this as in past years several students were drafted into schools to meet an exigent need of teachers."

Results of University Examinations.

Statement VI.

40. The Rangoon College sent up in 1901-02 17 students for the B.A. examination, of whom 6 passed. Three passed in all subjects, but failed in the aggregate. The Principal reports: "It was a matter of great regret to me that none of those who entered for the B.A. examination took up Honours. Two students, who read for Mathematical Honours for more than a year and had made fair progress, had to give up the course, as their English was so weak that there was the greatest danger of their failing in that course, unless they gave their whole attention to it. The English Honour Course was found too difficult for those who at first attempted it. Those students, however, who attended for a short time the Honour lectures, undoubtedly benefited by them." In 1896-97 10 candidates were presented by the B.A. and 5 passed. In 1891-92 4 were presented and 4 passed.

The percentage of passes in the B.A., as compared with that of Bengal and that of the whole University, respectively, is — Collegiate education.

1897	Rangoon College.	50	Bengal	23·89.	Whole University	24·3
1898	ditto	50	do	23·81.	ditto	24·52
1899	ditto	87·5	do	25·58.	ditto	26·28
1900	ditto	20	do	27·39.	ditto	27·53
1901	ditto	50	do	(No figures).	ditto	19
1902	ditto	35·29	do	(No figures).	ditto	23·05

For the F.A. examination the Rangoon College sent up 56 and passed 25: 3 in the first, 15 in the second, and 7 in the third division; the Baptist College sent up 8 and passed 3, making a total of 28 passes out of 64 sent up. In 1896-97 25 were sent up by the Rangoon College, of whom 12 passed, and 7 from the Baptist College, of whom 3 passed. The Rangoon College during the past five years has been placed at a great disadvantage owing to unavoidable changes, and the absence of any reserve for filling vacancies. The staff deserves great credit for the good work done, in spite of the difficulties they have had to contend against. The percentage of passes for the F.A. in Burma since 1893 has been considerably higher than that for Bengal, and that for the whole University respectively. In the Rangoon College, the number of failures at the last F.A. and B.A. examinations was 32 in English, 16 in Mathematics, and 19 in Science.

Law Colleges and Schools.

41. There is a Law school attached to the Rangoon College. On March 31st, 1902, it had 7 students under one lecturer, 2 of these were reading for the B. L. examination. In 1896-97 there were 12 students. Statement III.

During the past five years this school has undergone great changes. It was abolished in 1898-99 and re-opened in 1900-01. The establishment of a Chief Court in Burma has brought about a re-organization of the school. It now provides from April 1st, 1902, for teaching the B. L., First Grade Pleaders, and Second Grade Pleaders courses, and two Lecturers have been appointed.

Cost of Schools.

42. In 1896-97 it cost Rs. 4,297; Rs. 3,000 from Provincial Revenues, Rs. 875 from Fees, and Rs. 422 from Other sources. In 1901-02 it cost Rs. 3,600; Rs. 1,980 from Provincial Revenues and Rs. 1,620 from Fees. Statement IV.

Expenditure on Arts Colleges.

43. The total cost in 1896-97 was Rs. 72,471 and in 1901-02 Rs. 83,427. In the former period, the cost was made up of Rs. 54,445 from Provincial and Rs. 60 from Local and Municipal Funds, Rs. 4,306 from Fees, and Rs. 13,660 from 'Other sources.' In the latter period, Provincial Revenues contributed Rs. 58,808, of which Rs. 2,400 came under the head 'Aided.' Fees contributed Rs. 9,981 and 'Other sources' Rs. 14,638. There has been an increase of 132 per cent. in fees; while the increase in 1896-97, compared with 1891-92, was 73 per cent. Statement IV.

Expenditure from Public Funds on Arts Colleges.

44. The percentage of direct expenditure from Public funds in 1901-02 was 13·1 per cent. against 20·6 per cent. in 1896-97.

The total increase in Provincial revenues in 1901-02 was 8 per cent. over 1896-97, whereas it was 35 per cent. comparing 1896-97 with 1891-92.

Average cost of each Student in Arts Colleges.

45. In 1891-92 it was Rs. 951 for a Government college only. In 1896-97 it was Rs. 941, *i. e.*, Rs. 836 Government and Rs. 1,995 Aided. In 1901-02 it was Rs. 549, *i. e.*, Rs. 478 Government and Rs. 1,243 Aided. The expenditure from Provincial Revenues on each Student in the 1 Aided college was Rs. 171.

Fees in Arts Colleges.

46. The rate of fee in the Government college has lately been raised.

The average rate of fee according to management in 1891-92 was 55·3 under Public management, and 5·8 the percentage of total expenditure. In 1896-97 it was 57·2 and 6·9 respectively, with 27·3 and 1·8 respectively under 'Aided.' In 1901-02 under Public management the percentages were 72·3 and ·07, and under Aided 24·1 and ·5.

Scholarships in Arts Colleges.

Collegiate Education.

47. We have Junior and Senior University scholarships, 20 of the former at Rs. 12 a month, and 5 of the latter at Rs. 16 a month. The total expenditure for 1901-02 was Rs. 7,537, all of which, except Rs. 75 from 'Other sources,' came from Provincial revenues. In 1896-97 Rs. 4,725 were spent, all from Provincial revenues. The percentage of total expenditure on scholarships was 23 and 19 per cent. respectively.

Employment of Graduates.

48. We have had as yet so few that they have all found employment as Educational officers, as Myoôks, or in the higher branches of Government offices. Some have qualified and are qualifying for the Bar.

Oriental Colleges and Schools.

49. We have no Oriental college; but there are schools kept by Monks for training Upazins, Koyins, and a few laymen, in Pâli for the Patamabyan examinations. A few schools are kept by Nuns for the same purpose. The numbers on March 31st, 1902, were 58 schools and 461 pupils. We have no figures further back than 1901-02, this being the first year that the schools have been duly registered.

In 1896-97 these examinations were revived in a modified form, and the first examination was held in June 1896. There are four grades, the first or Patmangè, the second or Patamalat, the third or Patamagyi, and fourth the Patamagyaw. The candidate who heads the Patamagyaw list is known as "The Patamagyaw" for the year. His certificate, which is a parchment one, is specially presented to him by His Honour the Lieutenant-Governor, at a public meeting convened for the purpose. The Patamagyaw, or if he is a *Pôngyi*, his natural parents, are exempted for life from *thathameda* or capitation-tax, as the case may be.

The position is greatly valued and the competition for it is very keen. The Patamagyaws have been U Ketu, of the Thayettaw Kyaungdaik, Rangoon; U Thuriya of the Mogaungdaik, Mandalay; and U Pyinnyein Deiya, of the Kyaungdawya monastery, Bengala Taik, Rangoon. In 1899-00, owing to a leakage of papers, no examinations were held.

The numbers presented and passed are as follows:—

Patamangè, 1896-97	12 Monks out of 38 0 Nuns 5 Laymen out of 34	1901-02	26 Monks out of 255. 1 Nun out of 6. 0 Laymen out of 5.
Patamalat, 1896-97	12 Monks out of 38 0 Nuns out of 0 5 Laymen out of 12	1901-02	22 Monks out of 57. 1 Nun out of 2. 0 Laymen out of 2.
Patamagyi, 1896-97	Examination not instituted	1901-02	11 Monks out of 33. 0 Laymen out of 4.
Patamagyaw, 1896-97	Examination not instituted	1901-02	1 Monk out of 10. 0 Lay Nun out of 0.

The totals are 112 presented and 34 passed by all grades in 1896-97 and 374 presented and 62 passed in 1901-02. A complete set of the necessary text-books has been prepared.

Cost.

50. During 1901-02 Rs. 3,975 were paid as rewards, Rs. 1,875 spent as examination contingencies and honoraria to Examiners.

Medical Colleges and Schools.

51. We have no Medical College. The only attempt at School training is the one year's pre-collegiate course, which the selected candidates for the Hospital Assistant's course undergo in the district hospitals, before being sent over to the Madras Medical College; and the training for nurses and midwives given in the Dufferin Hospital. I think a Medical College for Burma would be a boon. It is very hard on Burmans that they should have to go to Madras and Calcutta,

where everything is foreign to them, for their medical training. We should have less failures and a better return for the money spent. We have four kinds of medical students; those in training as— Collegiate education

(*a*) Assistant Surgeons.
(*b*) Hospital Assistants.
(*c*) Female medical practitioners.
(*d*) Nurses and midwives.

The conditions and rules for the above have undergone no change during the past five years, except in the case of the first. Scholarships, till 1900-01, were reserved for Burmans, Karens and Indo-Burmans, when an additional scholarship was sanctioned for European and Eurasians whose parents are domiciled in Burma.

Up to the present, the Assistant Surgeon class has not been a success, nor has the Hospital Assistant class. In 1896-97 we had 3 in the Assistant Surgeon's class, 4 female scholars, 8 Hospital Assistants, 4 Pre-collegiate students, and 15 nurses and midwives; in 1901-02 we have 3 in Assistant Surgeon class, 3 female scholars, 14 Hospital Assistants, 6 Pre-collegiate students, and 12 nurses and midwives: of the nurses and midwives trained and passed out of the Dufferin Hospital, 2 are Europeans, 2 Burmese and 8 Karens. In 1896-97 there were 3 Eurasians, 2 Burmese, 10 Karens. In 1897-98 the number of Burmans rose to 9, and in 1900-01 there was 1 Shan.

Cost.

52. In 1901-02 Rs. 2,640 were spent in medical scholarships and Rs. 1,932 in passages to and fro.

CHAPTER V.

SECONDARY EDUCATION, UPPER AND LOWER.

(*Standards V—IX inclusive.*)

53. I follow in this chapter the classification referred to in the "Report on Progress in India, 1892-93 to 1896-97," and divide Secondary education into (*i*) High, (*ii*) Middle, (*a*) English and (*b*) Vernacular. We have in Burma Higher education Vernacular, *i.e.*, pupils pass the Eighth and Ninth Standard Vernacular; but there are no High Vernacular schools. Secondary education.

General Statistics of Secondary Schools.

54. In 1891-92 there were 57 English secondary schools with 7,657 pupils; the numbers rose to 67 and 9,174 in 1896-97, and in 1901-02 there are 76 schools, with 13,321 pupils. The increase in pupils has been shared by all the divisions. In the number of schools the Irrawaddy division has one less, but the pupils have risen from 1,587 to 2,096. Statement III.

Vernacular.—Secondary schools were 22 in 1891-92 with an attendance of 1,579; the numbers rose in 1896-97 to 160 and 9,918. In 1901-02 there were 254 schools with 16,013 pupils. The rise in schools and in attendance is shared by all the divisions, except Sagaing, which has 1 school less and only an increase of 54 in pupils.

Comparing 1901-02 with 1896-97 there is a rise in attendance of 54 per cent. from 19,092 to 29,334.

Stages of Instruction in Secondary Schools for boys.

55. Eliminating all the pupils in the Secondary schools who are still in the Primary stage of instruction we find that in 1896-97 there were 380 pupils, and in 1901-02 there were 753 pupils in the High stage, while in the Middle stage there were 3,393 in 1896-97, and 5,091 in 1901-02. Statement V.

The total percentage of boys reading in the High and Middle stages to male population of school-going age was ·4 in 1891-92, ·6 in 1896-97, and ·8 in 1901-02. The percentage has risen in all divisions. The accompanying maps are based upon this table.

Secondary education.

TABLE III.—*Proportion of boys in Secondary stages in 1891-92, 1896-97 and 1901-02.*

Division.	1891-92.		1896-97.		1901-02.	
	Boys in High and Middle stages.	Percentage of male population of school-going age.	Boys in High and Middle stages	Percentage of male population of school-going age.	Boys in High and Middle stages.	Percentage of male population of school-going age.
Arakan	110	·2	183	·3	322	·5
Pegu	996	·8	1,556	1·3	2,474	1·7
Irrawaddy	597	·5	604	·5	896	·7
Tenasserim	686	·9	916	1·2	1,133	1·2
Mandalay	52	·1	139	·3	393	·6
Sagaing	3	·006	103	·2	115	·2
Minbu	8	·01	93	·1	236	·3
Meiktila	18	·04	65	·2	170	·2
Total ...	2,470	·4	3,659	·6	5,739	·8

The number of pupils in Secondary schools for boys in the High and Middle stages was in 1891-92 201 High, 2,097 Middle; in 1896-97 the numbers rose to 380 and 3,393 respectively; and in 1901-02 there were 753 High and 5,091 Middle, a steady rise. The number of boys of school-going age, of whom 1 was in each stage, was 2,901 High, 278 Middle in 1891-92, 1,534 High and 172 Middle in 1896-97, and 942 High and 139 Middle in 1901-02.

English Secondary schools.

Statement III.

56. In 1896-97 there were 2 Government schools with 1,057 pupils, 16 Municipal with 1,974 pupils, and 49 Aided with 6,143; in 1901-02 there were 3 Government with 1,148 pupils, 14 Municipal with 2,447, and 59 Aided with 9,726. The Municipal schools have decreased by 2, owing to the closing of 2 schools which Municipalities could not afford to keep up; but the attendance is higher by 473.

The figures for 1896-97 as compared with those of 1891-92 show an increase of 17 per cent. in the number of pupils in Government schools, a decrease of 6 per cent. in the number of Municipal schools, but an increase of 11 per cent. in pupils; and an increase in Aided schools, of both the number of schools and of pupils of 29 and 24 per cent. respectively. In 1901-02 there were 3 Government, 3 Municipal, and 9 Aided high schools, with 1,148, 1,003 and 3,760 pupils respectively; and no Government, 11 Municipal, and 50 Aided Middle schools, with 1,444 and 5,966 pupils respectively in the two latter. Comparing 1901-02 with 1896-97 in High schools the average has risen from 316 to 394, in Middle English schools from 94 to 121, and in Vernacular from 62 to 63.

The percentage of pupils in daily attendance in English Secondary schools in 1891-92 was 81 for Government, 75 for Municipal, and 83 for Aided; in 1896-97 it was 86, 85 and 85; and in 1901-02, 88, 86 and 84 respectively.

The teaching of English in Secondary Schools.

57. In Burma the difference between English and Vernacular schools is, that in the former English and a Vernacular, or French or Latin, are compulsory, while in the latter English is not recognized in any way. In an English school with us, every pupil is actually learning English. Herein we differ essentially from India. I am led to make these remarks from reading paragraph 82 of the Third Quinquennial Review. Hence it is that our English schools are styled "Anglo-Vernacular."

It happens therefore that out of 13,321 pupils all learn English, and our percentage is 100, and was 100 in 1891-92 and 1896-97 when there were 7,657 and 9,174 respectively learning English.

It is also important to bear in mind, when comparing India and Burma, that except for those who take up Latin or French, a Vernacular is compulsory from

the lowest standard to the highest; and that it is only in the collegiate stage that the Vernacular ceases, and that only because the Calcutta University does not recognize a Vernacular after the re-entrance. In the English Secondary schools 9,174 pupils were learning English in 1896-97; in 1901-02 there were 13,321; in 1896-97, 1,398 pupils were learning English in English Primary schools, while in 1901-02 these were 1,306. The total for 1896-97 is 10,572 and that for 1901-02 was 14,627. The number of boys of school-going age, of whom one was learning English, was 55 in 1896-97, and was 48 in 1901-02 according to the recent census. Secondary education

Vernacular Secondary Schools.

58. If taken according to management the figures for 1896-97 and 1901-02 are as follows: 1896-97 160 Aided schools with 9,918 pupils. (We had not then and have not now any schools managed by Government or by Local Bodies.) In 1901-02 there were 254 schools with 26,013 pupils, showing a percentage of increase of 59 and 61 respectively.

Results of the Entrance or Ninth Standard Examination.

59. In Secondary schools for boys in 1891-92 there were 6 High schools and 30 boys passed; in 1896-97 the schools increased by 5 and the passes by 50. In 1901-02 there were 15 schools and 121 boys passed; of the 15 schools 6 are under Public management and 9 are Aided. The Public schools sent up 123 candidates including 1 girl, and 57 passed including 1 girl: the Aided schools sent up 104 including 1 girl, and passed 61 all boys. Statement VI.

There were 5 private candidates, including 1 girl, and 2 passed. We have no Unaided schools; but under the head of "Unaided" are included all the teachers who went up: 17 appeared and 2 passed.

No boys are found in the High department of Secondary schools for girls. As compared with Bengal, in 1896-97 Burma passed 44 per cent. as against 58·8 in Bengal. In 1900-01 the percentages were 52·4 and 53·9 respectively. In 1901-02 Burma passed 48·6 per cent. and Bengal 50·11. Taking both boys and girls together, in 1896-97, 87 passed, 12 in the first, 42 in the second, and 33 in the third divisions; in 1901-02, 134 passed, 7 in the first, 59 in the second and 68 in the third division.

Results of the Preparatory Entrance or Eighth Standard Examination.

60. In Burma an examination is held each year of the Eighth Standard or Preparatory Entrance classes, to decide promotion to the Entrance classes. The figures for boys for 1901-02 are 194 passes out of 361 pupils presented; of these 84 are from schools under Public management, and 110 from Aided schools. In 1896-97 there were 168 passes out of 194 presented.

Results of the Eighth and Ninth Standard Vernacular.

61. In 1901-02 16 passed the Eighth Standard out of 40 presented, and 9 passed the Ninth Standard out of 14 presented; one pass was that of a girl. There are, as pointed out above, no Vernacular High schools. All those who pass are either students in the Normal schools, Certificated teachers at work, Itinerant teachers, Pupil teachers or School-managers. Passing these standards is a condition of promotion. They are becoming more popular, and in time we shall have schools registered as High schools.

Results of Middle School Examination.

62. (*a*) *Anglo-Vernacular.*—The Middle department in Burma includes the Fifth, Sixth and Seventh Standards. In 1901-02 schools under Public management show 586 passes out of 914 presented, and Aided schools show 1,291 passes out of 1,886 presented; of these 54 are girls, 91 of them having been presented. The total passes are 1,878 out of 2,806. In 1896-97 the total passes were 1,317 out of 2,352 presented, 40 being girls out of 93 presented. There were 74 schools, 17 under Public and 57 under Aided management against 67 in 1896-97 Statement VI.

Secondary education.

(*b*) *Vernacular.*—There are no Vernacular schools under Public management. Under Aided management there were in 1901-02 227 schools against 139 in 1896-97. The passes for the former year were 817 out of 1,197 presented, 42 girls being included out of 61 presented. Unaided schools passed 122 out of 255, including 2 girls out of 5, and 67 private students passed out of 245, including 6 girls out of 7. All the passes in Unaided schools and of private students are confined to the Seventh Standard. All these are either teachers who wish to qualify fully for the Teachers' certificate, or for employment, the Seventh Standard being a compulsory qualification for both. In 1896-97 there were 526 passes out of 905, 46 being girls out of 98. In the Middle schools for girls, boys are found in the Aided schools only, but not in large numbers. Anglo-Vernacular schools show 24 passes out of 38 in 1901-02, and 17 out of 22 in 1896-97. Vernacular schools show 29 out of 41, with none in the Seventh Standard in 1901-02, and 24 out of 38, with 2 out of 4 only, in the Seventh Standard in 1896-97.

Expenditure on English Secondary Schools.

Statement IV.

63. The total expenditure has increased from Rs. 4,21,508 in 1896-97 to Rs. 5,68,740 in 1901-02, a rise of 35 per cent.; 1896-97, as compared with 1891-92, shows a rise of 20 per cent. In 1901-02 there is a decrease of 19 per cent. in Local and Municipal funds and of 22 per cent. in Other sources, but a rise in all else. Provincial revenues in 1896-97 contributed Rs. 22,799 under "Public management," and Rs. 25,891 under "Aided," while in 1901-02 the contribution was Rs. 52,402 and Rs. 75,419 respectively. This is accounted for by the large growth of Secondary, especially Aided Secondary education—a growth in number and in efficiency. To meet this, 'Fees' have increased from Rs. 1,76,812 in 1896-97 to Rs. 2,85,403 in 1901-02. Local and Municipal Funds contributed Rs. 92,105 and Rs. 74,560, and "Other Sources" Rs. 1,03,901 and Rs. 80,956 respectively for the two periods.

Expenditure on Vernacular Secondary Schools.

Statement IV.

64. The total expenditure was Rs. 65,217 in 1901-02 against Rs. 48,802 in 1896-97, a rise of 34 per cent.; 1896-97, as compared with 1891-92 shows a rise of 914 per cent.

Provincial revenues in the two periods contributed to 'Aided' only Rs. 13,456 and Rs. 16,439, and Local and Municipal contributed Rs. 35,346 and Rs. 48,778 respectively. As all the schools are aided, and fees are not shown, as they go to the managers: Vernacular schools are paid on the Results-grants system which experience has shown is far the best for the province.

Analysis of expenditure on Secondary Schools.

65. The average cost of a Secondary school for boys in 1901-02 was Rs. 18,509 for High English and Rs. 4,772 for Middle English and Rs. 257 for Vernacular. In 1896-97 the cost was Rs. 16,125, Rs. 3,924 and Rs. 305 respectively. English is naturally more expensive than Vernacular, and now that teachers are certificated, they ask more, and rightly, for their services. Towards their salaries, Government now contributes under the new Salary-grant system for Anglo-Vernacular schools.

The average cost of a pupil in Secondary schools for boys in 1901-02 was Rs. 47 in the High English, Rs. 39 in the Middle English and Rs. 4·07 for Vernacular. In 1896-97 it was Rs. 51, Rs. 42 and Rs. 4·9 respectively.

The percentage of Direct expenditure from Public Funds in 1901-02 was Rs. 41·10 from Provincial, Rs. 16·3 from Local, and Rs. 62·6 from Municipal funds. In 1896-97 it was Rs. 23·5, Rs. 14·01 and Rs. 70·5 respectively, a decrease in all but Provincial expenditure. Local and Municipal funds in Burma have to be largely helped from Provincial, if Secondary schools are to exist, and if the teachers in them are to have any prospects.

The percentage of expenditure from Private funds in 1891-92 was 59, in 1896-97 67, and in 1901-02 667 per cent. The percentage in Vernacular education cannot be calculated: it is considerable, as Vernacular managers put their own houses and money into their schools.

Fees in Secondary Schools.

66. The average expenditure per pupil was 26·4 in High and 17·5 in Middle English schools against Rs. 26·8 and Rs. 13·2 in 1896-97. Secondary education.

According to management 'Government' contributed 40·6 in 1901-02 and 37·3 in 1896-97 for High English only. 'Board' contributed in 26·5 for High and 17·01 for Middle English and 26·8 and 22·3 respectively in 1896-97. 'Aided' contributed 20·8 for High and 11·8 for Middle English, and 22·9 and 16·3 respectively in 1896-97. Statement IV.

Scholarships in Secondary schools.

67. In 1901-02 Rs. 6,549 or 20 per cent. of total expenditure for scholarships were paid against Rs. 5,471 or 22 per cent. in 1896-97. The whole was provided from Provincial funds. These scholarships are known as the Middle English and are 38 in number, awarded by competition among the pupils who have passed Standard VII, which is the highest standard in the Middle stage and leads to the High. We have no Middle Vernacular scholarships. We tried them once, but they were a waste of money. Statement IV.

68. In accordance with the orders of Government in paragraph 4 of circular of 19th December 1900, the total expenditure of schools in the secondary and primary stages is divided according to the percentage of the pupils in their respective stages.

In 1901-02, in secondary schools for boys, the total cost was Rs. 6,33,957, towards which Provincial funds contributed Rs. 1,44,260, Local funds Rs. 33,023, Municipal funds Rs. 90,315, Fees Rs. 2,85,403, and other sources Rs. 80,956. The Secondary Department's cost, Rs. 3,56,182, towards which the above funds contributed Rs. 98,459, Rs. 4,051, Rs. 56,517, Rs. 1,35,628, and Rs. 61,527, respectively. The Primary Department's cost, Rs. 2,77,775, towards which the above funds contributed Rs. 45,801, Rs. 28,972, Rs. 33,798, Rs. 1,49,775, and Rs. 19,429, respectively.

The total expenditure from 'Fees' and Other sources is for Anglo-Vernacular schools only. There were no schools maintained by local bodies. The expenditure under 'Local funds' was towards aided schools only. Of the municipal expenditure, Rs. 23,081 was on municipal schools, and the balance on aided schools.

On Secondary Departments, the above funds met, 28, 1, 16, 38 and 17 per cent. respectively. On Primary Departments, they met, 16, 10, 12, 54, and 7 per cent. respectively. The share taken in both departments by 'Fees' is worthy of notice.

The expenditure on Primary Departments of secondary schools has been given above. Primary schools, not attached to secondary, cost Rs. 3,21,935, towards which the above funds contributed Rs. 93,132, Rs. 1,60,549, Rs. 39,523, Rs. 20,641, and Rs. 8,090 respectively.

CHAPTER VI.

PRIMARY EDUCATION.

General Statistics of Primary Schools.

69. In Primary schools for boys there is a decrease owing entirely to what has been pointed out before, namely, the hasty registration by Deputy Inspectors when education in Upper Burma was first taken up of schools in no sense fitted to be registered: these had to be removed. This was the case, though not to such an extent, in Lower Burma as well. In Lower Burma there has been during the past ten years, and the past five years, a steady increase that has been shared by all divisions alike. In Upper Burma, while the figures for 1896-97 show a decrease of 21 per cent. in schools and 7 in pupils as compared with 1891-92, those for 1901-02 show a decrease of 16 per cent. in schools and 2 in pupils. The inflated figures at the start have been a serious handicap. The figures for the past two years show that work is steadily growing year by year. If we distin- Primary education. Statement III.

Primary Education.

guish Anglo-Vernacular from Vernacular Primary education, in 1896-97 there were 25 Anglo-Vernacular schools and 1,431 pupils, against 19 schools and 1,306 pupils in 1901-02.

In 1896-97 there were 4,663 schools and 117,819 pupils, against 3,908 schools and 115,533 pupils in 1901-02. In Anglo-Vernacular education the decreases are found in the Pegu, Irrawaddy, Minbu, and Meiktila divisions, while Tenasserim and Sagaing show increases. In Vernacular education, Lower Burma shows an increase, and Upper Burma a decrease in every division.

The number of pupils in Primary schools for boys was 128,554 in 1891-92 and 119,250 in 1896-97. In 1898-99 it fell to 109,513, rose to 117,654 in 1900-01, and dropt to 116,839 in 1901-02.

It should be remembered that the above figures are for purely Primary schools, and do not include the Primary pupils reading in Secondary, *i.e.*, High and Middle schools. They indicate a rise in education, whereby Primary schools are being rapidly converted into Secondary ones, with Primary departments attached.

Stages of Primary instruction.

Statement V.

70. In the Primary schools attached to Secondary schools for boys there were in 1896-97 5,436 Upper and 9,883 Lower Primary pupils; in 1901-02 7,816 Upper and 15,674 Lower Primary, pupils, a very considerable rise that shows a distinct advance in the grade of schools. In purely Primary schools for boys, there were in 1896-97 6,148 in the Upper, and 113,102 in the Lower Primary stage; in 1901-02 8,784 in the Upper, and 108,055 in the Lower,—a considerable rise in the Upper, and a slight decrease in the Lower.

The following is the table upon which the accompanying maps are based:—

TABLE IV.—*Comparative Statistics of boys in Primary stages in 1891-92, 1896-97 and 1901-02.*

Division.	Number of boys in Primary stages.			Percentage of male population of school-going age.		
	1891-92.	1896-97.	1901-02.	1891-92.	1896-97.	1901-02.
Arakan	6,385	5,660	8,262	11·9	10·6	13·6
Pegu	28,806	25,904	32,356	24·3	21·9	21·7
Irrawaddy	22,893	21,622	23,443	19·06	18·001	18·05
Tenasserim	15,206	14,297	21,463	19·7	18·5	23·5
Mandalay	7,857	7,626	6,587	16·04	15·6	11·1
Sagaing	9,467	8,234	6,287	20·5	17·8	9·01
Minbu	14,567	15,244	12,261	18·6	19·5	15·8
Meiktila	16,555	19,703	7,599	41·2	48·9	10·7
Total ...	121,736	118,290	118,258	20·9	20·3	16·7

The percentage in both classes of school of males of school-going age is 1·99 Upper in 1896-97, as compared with 2·34 in 1901-02, and 21·09 Lower in 1896-97, as compared with 17·44 in 1901-02. In 1891-92 there were 121,736, in 1896-97 118,290, and in 1901-02 118,260 boys in the Primary stages, the percentage for the three years of male population of school-going age being 20·9, 20·3 and 16·7 respectively.

Primary Schools according to management.

Statement III.

71. In 1896-97 we had one Primary school under Government management: it has now developed into a High school. In Upper Burma we have one in 1901-02; the Government Anglo-Chinese school, Bhamo. Primary schools under Municipal management were 2 with 63 pupils, in 1896-97, in the Irrawaddy division; we have in 1901-02 2 with 118 pupils, 1 in the Irrawaddy, and 1 in the Tenasserim division: of the 2 that were in the Irrawaddy division, 1 has been closed; that in the Tenasserim division is a Secondary school reduced to the

Primary grade. In 1896-97 we had, as I have pointed out, Unaided schools, wrongly so named. They have now been divided up, the better of them going into the Aided, and the rest into the Private class. In 1896-97 we had 2,527 Aided schools with 77,802 pupils; in 1901-02 we have 3,924 schools with 116,700 pupils. The 2,158 Unaided schools with 41,310 pupils in 1896-97 were absorbed. Primary education.

Remarks on Primary Education.

72. I have, in the Introduction, described our system of education, and shall here give a brief account of the progress of Primary education, circle by circle. We had at work in 1901-02, 117 Certificated managers, 535 Pupil teachers, 197 and 169 Itinerant teachers. The figures for 1896-97 are 100, 207 and 159 respectively.

Eastern Circle.—In 1896-97 there were 372 schools for boys with 13,596 pupils; in 1901-02 there were 588 schools with 20,811 pupils. The Vernacular Primary schools are almost entirely responsible for the increases shown. Moulmein town alone shows a slight decrease. There has been a slightly larger increase in the number of pupils in the Primary departments of Secondary schools than in the Primary schools themselves. The passes gained in the Upper Primary standards in Government and Municipal Anglo-Vernacular schools show a decrease, partly due to a decrease in attendance. These schools, especially the Government school at Moulmein, should do better. The Inspector of Schools, Mr. Potter, who has only lately taken charge of this circle, is giving his best attention to this. The Aided Anglo-Vernacular schools have done much better. In Vernacular schools, the passes in the Upper Primary have almost trebled, and more than doubled in the Lower Primary stages.

Western Circle.—Schools rose from 1,017 in 1896-97 to 1,167 in 1901-02, and attendance from 29,221 to 32,287. This division deals largely with Karen education in the Myaungmya, Bassein, Henzada, and Thôngwa districts. The passes in Anglo-Vernacular schools, Upper Primary, show an increase in the Irrawaddy division, which would have been higher, if two Anglo-Vernacular Primary schools at Ngathainggyaung and Pantanaw had not been closed.

Passes in the Arakan division have increased by 42 per cent.

Vernacular passes have increased throughout the circle by 42 per cent.

In the Lower Primary stage, the fact stated above, and the transfer of the Yandoon school from Municipal to Private management, caused a decline in Anglo-Vernacular passes of 22 per cent. in the Irrawaddy division. The loss falls almost entirely under the head of schools under Public management.

Vernacular passes in the division have increased by 74, and in the Arakan division by 82 per cent. This division suffers from being understaffed, and it suffered cruelly from *pro ratâ* reductions in grant. It has, however, made steady progress in spite of these drawbacks.

It should be remembered, that when a Deputy Inspector has as much as he can possibly do, he is chary about increasing his burden, by extending education in his district. The better staffed districts are, the more will Primary education develop.

Central Circle.—This circle calls for no special remark except as to the decrease in the Minbu division, for which the Pakôkku district is responsible. The Inspector of Schools reports:—

"There has been a slight decrease in the number of Primary schools. This is due to the gradual transfer to the private list, especially in the Minbu division, of all these probationary schools which were kept on what was called the 'Unaided Public School List,' and were in course of time found to be utterly worthless. The Pegu division, however, shows a good increase."

Though the number of schools has fallen slightly, the attendance has increased considerably. This shows that those schools, which were relegated to the private list, took away with them only a comparatively small number of pupils.

The Upper and Lower Primary passes show a substantial increase.

Northern Circle.—In 1896-97 there were 1,760 schools for boys, with an attendance of 36,631, of which 1,234 schools with 22,597 pupils belonged to the old 'Unaided' class; in 1901-02 there were 819 schools, all 'Aided,' with an attendance of 21,303. Though more than half the 'Unaided' schools went back to the private list as unfit for registration, the decrease in pupils is not so great.

Primary education.

In 1896-97 the passes by the Upper Primary stage were for 223 schools, presenting 1,109 pupils, 66·36 per cent.; and in 1901-02 320 schools sent up 2,124 pupils and passed 60·37 per cent. In 1896-97 the passes by the Lower Primary stage were 64·13 per cent. in 631 schools presenting 5,272 pupils, and in 1901-02 68·92 per cent. passes in 796 schools presenting 9,304 pupils. While worthless schools were weeded out, the proficiency of those on the register has been good.

The Primary Course, Vernacular and Anglo-Vernacular in Burma.

73. Attention has been called lately to the introduction of Kindergarten and Object Lessons in the Primary curriculum. In Bengal a curriculum has been framed embodying these subjects, as if all this were something new, and a recent discovery. Burma for 10 years past has had these subjects as a part of the Primary Vernacular and Anglo-Vernacular curriculum, and has trained its teachers in these subjects before sending them out. Kindergarten, Object Lessons, and Thinbôngyi classes have rapidly made their way, and have from the beginning been popular on the Vernacular side. In the Infant, First, and Second Standards of Anglo-Vernacular schools, Kindergarten and Object Lessons are taken up very readily, with the result that a class of children, namely, those of 6 and under, come to school, who never came before, and that the children trained under these methods show an intelligence and grasp above those of children not trained in them.

I urge the greatest care and caution in adopting any violent change in this matter, especially in Vernacular education. What we have done in Vernacular education has been the result of very patient, tactful dealing with a people easily scared, especially the monks. I do not want to see all this ground that we have gained lost, by the introduction of a scheme, that to my mind, throws a burden on the Primary pupil far above what he can bear, and gives him subjects above his comprehension. We know what difficulties we had to contend with in introducing Arithmetic, and the most elementary knowledge of Geography: what we shall do when Chemistry, Botany, Agriculture, Physics, and the other subjects suggested are introduced, I dread to think. We shall probably scare every Primary Vernacular manager away.

Primary Examinations for Boys.

Statement VI.

74. The Upper and Lower Primary examinations are kept distinct, and are here dealt with under 'Management.'

Upper Primary.—Nineteen schools under Public and 71 under Aided management, *Anglo-Vernacular,* sent pupils up for examination. From schools for boys under Public management 907 boys were presented and 645 passed; from Aided schools 2,474 boys were presented and 1,868 passed. In schools for girls, Aided schools sent up 148 boys and 104 passed.

There were no *Vernacular* schools under Public management; but 1,460 Aided schools sent up pupils for examination. From schools for boys 9,280 boys were sent up and 5,664 passed. From schools. for girls 406 boys were sent up and 263 passed.

In 1896-97 721 schools in all, Anglo-Vernacular and Vernacular, presented from schools for boys 9,412 boys, and 5,651 passed; and from schools for girls, 420 boys appeared and 276 passed.

There has been a good rise all round.

Lower Primary.—Nineteen schools under Public and 73 under Aided management, *Anglo-Vernacular,* sent pupils up for examination: in the former there were no girls. From schools for boys under Public management, 735 were presented and 657 passed; and from Aided schools 2,740 boys were presented and 2,420 passed. In schools for girls, 249 boys appeared and 227 passed.

There were no *Vernacular* schools under Public management, but 3,597 Aided schools sent up pupils for examination.

From schools for boys, 47,444 boys were sent up, of whom 33,752 passed. From schools for girls, 2,140 boys went up and 1,599 passed.

In 1896-97, 32,403 boys were presented from all Anglo-Vernacular and Vernacular boys' schools, of whom 28,283 passed: from schools for girls 2,051 boys appeared and 1,642 passed. Primary Education.

There has been considerable improvement in the passes.

The passes in Upper and Lower Burma are very evenly distributed.

Expenditure on Primary Schools.

75. The total expenditure in 1901-02 was Rs. 3,21,935 against Rs. 2,06,309 in 1896-97, a rise of 56 per cent. The expenditure in 1896-97 showed a decrease of 4 per cent. on that of 1891-92. Statement IV.

Provincial Revenues paid in 1901-02 Rs. 3,608 under 'Public management,' and Rs. 89,524 under 'Aided,' against Rs. 3,873 and Rs. 40,120 in 1896-97. Local Funds contributed Rs. 1,60,549 in 1901-02, and Rs. 1,09,469 in 1896-97. Municipal Funds contributed Rs. 39,523 and Rs. 26,443 respectively. Fees in 1901-02 were Rs. 20,641, or Rs. 4,355 more than in 1896-97. 'Other Sources' contributed Rs. 8,090 and Rs. 10,118, respectively.

Comparing 1896-97 with 1891-92, there is an increase from every source except Municipal, which decreased 56 per cent. and reduced the total by 4 per cent. Fees in 1896-97 were 41 per cent. in excess of those in 1891-92.

Taken year by year, Public and Private Funds together show an increase of 15 per cent. in 1897-98, 2 per cent. in 1898-99, 2 per cent. in 1899-00, and a decrease of 3 per cent. in 1900-01.

The average cost of a Primary school for boys in 1891-92 was 36, *i.e.*, 32 Public and 4 Private, in 1896-97, 44, *i. e.*, 38 Public and 6 Private, and in 1901-02, 82, *i.e.*, 75 Public and 7 Private.

The total increase is due to advancement in Primary education, and to improvement in quality which has led to the payment of higher grants of all kinds. This is as it should be: a total of Rs. 3,21,935 from all sources, of which Rs. 20,641 are Fees, is not much for a large province like Burma. The more money we have the more we can extend Primary education, especially Vernacular education, which, as I have in previous Reports pointed out, is a matter of livelihood to those who carry it on. People will not open new schools unless they can live by them. Fees alone will not ensure this, especially in backward parts, where fees are realized with difficulty and in very small amounts.

The average cost of a pupil in Primary schools for boys was 1·7, *i.e.*, 1·5 from Public and ·2 from Private funds, in 1891-92, taking 22 as the average number of pupils in a school. In 1896-97 taking 25 as the average number of pupils, the average cost was exactly the same as in 1891-92; and in 1901-02, taking 30 as the average number in a school, the average cost was 2·7, 2·5 coming from Public Funds, and Private Funds remaining as before ·2.

The percentage of Direct expenditure from Public Funds was 16·7, Provincial 82·2, Local, and 17·1 Municipal in 1896-97, and 20·8, 79·1 and 27·5 respectively in 1901-02. District Cess or Local Funds have the largest share in paying for Primary education, Provincial Funds adding a subsidy, which will have to be larger, as the percentage of contribution from District Cess Funds is limited if we are to prevent *pro ratâ* reductions in grants.

Fees in Primary Schools.

76. The average fee expenditure per pupil was Rs. 14·30 for Public and Rs. ·16 for Aided schools in 1901-02, and Rs. 14·30 for Public and Rs. ·18 for Aided schools in 1896-97.

The Anglo-Vernacular Government, Municipal and Aided school fees are levied at rates laid down by Government, Monastic schools levying no fees; but Lay school managers, who have to make a living out of their schools, levy fees at rates varying from 2 annas to 8 annas a month, and the payment of fees is becoming a recognized part of Vernacular education.

In giving Temporary-salaries to managers opening new schools we recognize this. These salaries are given for two years, extended to three in cases of special urgency. The rates are Rs. 10 a month for the first year, and Rs. 8 for the second, when the manager ought to be able to support himself on the fees and grant he earns. Our system encourages self-support.

Primary Education. Statement IV.

Scholarships in Primary Schools.

77. We have none. We tried the system of Primary scholarships, Vernacular and Anglo-Vernacular, tenable in Middle schools, but found it a failure and a waste of money. In 1901-02 only Rs. 227 were paid from Provincial Revenues. In 1896-97 Rs. 3,837 were paid also from Provincial Revenues. The small amount shown was paid to allow the term of tenure to run out.

Night Schools.

78. We have none.

School accommodation and Hygiene.

79. In schools under Public management, and in Aided schools under Missionary management, the accommodation, furniture, and sanitary arrangements are good. The bulk of the Aided Vernacular Primary schools are under private individuals, who hold their schools in their own houses. Where the managers are Monks the schools are well equipped; but the secular managers are not so well off. We, however, give building loans to enable them to put up suitable school houses; and we see that some part of the grants earned is spent in equipment and furniture. The Sanitary arrangements are those of the villages.

Primary Schools as Post Offices.

80. In a few cases School-masters have been appointed Post-masters as well; but the work is not sought after. A manager of an Aided Vernacular school earns from fees, and grants quite enough to keep him. Moreover, we find that when a manager becomes Post-master his school begins to go down.

CHAPTER VII.

TRAINING SCHOOLS.

Inspection of Normal Schools.

Training Schools.

81. During the last two years of the Quinquennial period all the Normal schools have been placed under one Inspector of Schools, so that a uniform plan of inspection might be followed. This has been greatly to the advantage of the Normal schools; but it has been a strain on the Inspector of Schools, Mr. Wedderspoon, who has done the work in addition to that of his own circle. If the superior Inspecting staff is increased, a better distribution of work will be possible.

We have no Training college.

Organization.

82. I am not prepared to accept the statement made in the Third Quinquennial Review, that our Training schools are weakly organized. Our system includes Government and Aided Normal schools, and as to equipment, staff, supervision, and inspection, they will bear comparison with any Institutions I have seen. The work done by them has resulted in a much higher standard of teaching in our schools than formerly. Intelligent teaching is far more general than it used to be, and the value of a trained teacher's certificate is enhanced.

Methods of work.

83. As a complaint was made that the general methods adopted for the training of teachers in Burma were not easy to understand, I think it well to state what they are.

We have two sets of Teachers' certificates, namely, *Trained* and *Untrained*. The theoretical portion of the examination is the same for both, the difference being that those who gain the former have attended a Normal school, while the latter have not. The former partly acquire their practical training in a Normal school, while the latter have to acquire it in a school, subsequent or previous to passing the theoretical test. The ability of both to teach is tested each year, for two or three years, as the case may be, by an Inspector of schools. The passing of the theoretical test entitles a teacher to a half-certificate only. The full one is granted on production of two or three Reports from an Inspector of Schools, testifying to the candidate's proficiency in practical work.

Training Schools

The untrained certificate system is not a satisfactory one and I hope that, as Normal schools increase, it may be possible to do away with it. Our Normal schools are Government and Aided, for males and for females, Vernacular and Anglo-Vernacular. Our Itinerant teachers are all trained men, and from among the Pupil-teachers at work in the Province, 20 are selected each year, after the completion of their three years' term of service, for one year's practical training in a Government Normal school.

The Normal school course is a three years' one, and the pupils are tested at the end of each year; to these tests the Pupil-teachers at work in the schools of the province are admitted.

Central Normal school for Europeans.

A Central Normal school in Rangoon for the training of European boys and girls is very necessary.

Training Schools for Masters.

Statement III.

84. In 1891-92 we had 2 Government schools, with 63 pupils. In 1896-97 we had 1 Government and 1 Aided school, with 159 pupils; the Akyab Government Normal school was closed and joined to the Government Normal school at Moulmein. On 31st March 1901-02 we had 3 Government with 229 pupils, and 3 Aided with 160 pupils, making a total of 6 schools and 389 pupils.

Training Schools for Mistresses.

85. In 1891-92 we had no Government, but 2 Aided schools with 21 pupils. In 1896-97 we had 4 Aided schools with 83 pupils, and on 31st March 1901-02 we had 6 Aided schools with 111 pupils. In the following table I have combined the above, keeping the Departments, *i. e.*, Primary and Secondary, Vernacular and Anglo-Vernacular, separate.

Classification of above as to Departments, Primary and Secondary Vernacular and Anglo-Vernacular.

1901-02.

Name of school.	Anglo-Vernacular.		Vernacular.		Total.
	Primary.	Secondary.	Primary.	Secondary.	
Government Normal School, Moulmein ...	...	26	...	74	100
Government Normal School, Mandalay ...	3	25	...	65	93
Government Normal School, Toungoo ...	...	...	36	...	36
R. C. M. School, Bassein ...	...	...	16	...	16
A. B. M. Morton Lane, Moulmein ...	...	...	...	20	20
Baptist College, Alôn, Rangoon ...	57	34	...	20	111
St. John's Convent, Rangoon ...	11	14	...	...	25
A. B. M. Girls, Kemendine ...	...	...	...	21	21
St. Mary's S. P. G., Rangoon ...	...	...	8	8	16
R. C. M. School, Thônzè ...	...	...	9	22	31
St. John's College, S. P. G., Rangoon ...	...	22	...	...	22
Old Convent, Fraser Street, Rangoon ...	...	13	...	...	13
Total ...	71	134	69	230	504

Expenditure in Training Schools for Masters.

Statement IV.

86. The total expenditure in 1901-02 was Rs. 43,205 against Rs. 30,047 in 1896-97, an increase of 44 per cent; 1896-97, compared with 1891-92, shows an increase of 54 per cent. It was early in 1891-92 that the whole question of putting the training of teachers on a better footing was taken up, and the necessary expenditure has been incurred during the last 10 years. The entire cost has been met from Provincial Revenues and Other Sources. In 1901-02 the former contributed Rs. 27,188 to Public and Rs. 11,897 to Aided schools, and the latter Rs. 4,120. In 1896-97 Provincial Revenues contributed Rs. 28,010 to Public and Other Sources found Rs. 2,037 and not Rs. 2,307 as shown in the 'Third Quinquennial Review.'

Expenditure in Training Schools for Mistresses.

87. The total expenditure was Rs. 9,676 in 1901-02 against Rs. 6,416 in 1896-97, an increase of 51 per cent; 1896-97, compared with 1891-92, shows

Training Schools.

an increase of 55 per cent. Provincial Revenues met the whole expenditure in both periods, giving the whole amount in 1896-97 to Public schools, and the whole amount in 1901-02 to Aided schools.

Comparative statistics of Expenditure on Training Schools for Masters and Mistresses.

88. There has been a steady rise in the expenditure on Training schools for mistresses, except in 1901-02, when there was a decrease from that of 1900-01. In Training schools for masters there was a decrease in 1897-98, and in 1901-02. The decreases on the totals of both are 1 per cent. in 1897-98, and 5 per cent. in 1901-02.

Analysis of Direct and Indirect Expenditure.

89. Salaries amounted in 1901-02 to Rs. 23,510, Capitation grants to Rs. 2,320, Stipends to Rs. 24,071, Building grants to Rs. 8,500, and Equipment grants to Rs. 500. Schools for masters received Rs. 19,844, and those for mistresses Rs. 3,666 in Salaries, Capitation grants amounted to Rs. 700 and Rs. 1,620, and Stipends to Rs. 18,751 and Rs. 5,320 respectively. The Building and Equipment grants were to schools for masters. Compared with 1896-97 there is a rise of Rs. 4,050 in Salaries, and a rise of Rs. 1,820 in Capitation grants, and of Rs. 10,689 in Stipends. In 1896-97 no Building or Equipment grants were made.

Passes.

Statement VI.

90. The system of Teachers' tests in force now did not exist in 1891-92. The first of the tests was held in 1892-93.

The results for trained masters are—

Masters.

Anglo-Vernacular, Secondary.—Ten in 1896-97 and 18 in 1901-02.

Anglo-Vernacular, Primary.—Four in 1896-97, and 17 in 1901-02.

Vernacular-Secondary.—Sixteen in 1896-97, and 38 in 1901-02.

Vernacular-Primary.—None in 1896-97, and 4 in 1901-02.

The results for trained mistresses are—

Mistresses.

Anglo-Vernacular, Secondary.—Two in 1896-97, and 4 in 1901-02.

Anglo-Vernacular, Primary.—None in 1896-97 and in 1901-02.

Vernacular-Secondary.—Eleven in 1896-97, and 12 in 1901-02.

Vernacular-Primary.—None in 1896-97, and 2 in 1901-02.

In the final examination a pass by the Primary grade is given to all Secondary grade Normal students who fail to obtain 33⅓ but gain 25 per cent. The number of passes has nearly trebled during the past five years.

Untrained certificates.

In 1892-93 there were 12, in 1896-97 122, and in 1901-02 161 passes by the Secondary and Primary grades, Vernacular and Anglo-Vernacular. Among the successful candidates for Vernacular tests are several Monks.

Percentages of passes in the Final tests.

In 1892-93 16 passed out of 394 presented, in 1896-97 165 out of 665, and in 1901-02 256 out of 665, the percentages being 4·26, 24·8 and 38·6, respectively. The percentage in all departments has increased. This is largely due to the increase under Primary Vernacular. The candidates for this examination are generally Lay-school managers, who study privately, with the help of the Itinerant teachers. The increased percentage of passes gained by them points to a rise in the general standard of intelligence.

Pupil-teachers.

91. In 1896-97 there were 207 and in 1901-02 535 pupil-teachers at work in the first, second, and third years. We had no third-year pupils in 1896-97; in 1901-02, 23 passed.

Itinerant-teachers.

92. In 1896-97 there were 159, and in 1901-02 there were 169 Itinerant teachers.

Registration of Teachers.

93. Formal certificates have in this Province been all along granted to those who qualified under the various Teachers' tests. During the last five years a difference has been made in the form of certificate, for trained and untrained teachers, respectively. As yet no general register of certificated teachers has been kept, but the work is to be taken in hand from 1902-03. Training Schools.

Teachers' Associations.

94. Our Teachers' Associations continue to do good work in bringing managers and teachers together. At the meetings held by them, matters connected with their profession are discussed, lectures are given on the best methods of teaching various subjects of school and class management, and of discipline. Classes for teachers are held in which the subjects of the Teachers' tests are taught, and instruction is given in Vocal music, Book-keeping, Shorthand, and Type-writing.

The Rangoon Association maintains its library and reading room, which are, as hitherto, liberally supplied by Publishers in England and India, with specimens of books, apparatus, diagrams, and maps. During the last five years the Association has lost, by death, the services of Mr. Sherriff, who started and for many years carried on, as a labour of love, the work of teaching vocal music.

The Revd. Mr. David continues to give his services as Honorary Secretary.

Special mention.

95. I wish to bring to notice the good work done by Mr. Simon, Headmaster of the Government Normal School, Moulmein, and by the Superintendents of the A. B. M. Morton Lane Normal School, Moulmein, and the R. C. M. Normal School, Thônzè.

CHAPTER VIII.

TECHNICAL EDUCATION.

General statistics of Technical Institutions.

96. Strictly speaking, we have no Technical education in the Province, except on a very small scale, though we have a scheme of technical examinations. We have no organized institutions for technical instruction. Our scheme of examinations, except in a few instances and subjects, has not been taken up. Technical Education. Statement III.

The whole question of the trifurcation of studies, allowing of a Technical and a Commercial, as well as an Arts side in schools, is now under consideration. In 1891-92 we had 17 Engineering and Survey schools, with 411 pupils. In 1896-97, 22 with 604 pupils, and in 1901-02, 23 with 636 pupils, and 2 Other schools, with 116 pupils, all managed by Government. The Reformatory School, Insein, with an attendance of 94 pupils is included in the latter. There was also 1 Other school, managed by Local or Municipal Board, with 13 pupils.

Under private management there were, in 1891-92, 1 Industrial school with 18 pupils, and 1 Other school with 59 pupils. In 1896-97 there were 12 Other schools with 273 pupils. In 1901-02 there were 4 Industrial schools with 83 pupils, 2 Commercial schools with 29 pupils, and 17 Other schools with 451 pupils.

The Engineering and Survey Schools consist of 1 Engineering, 1 Apprentice, and 21 Survey schools. The Engineering school had 16 pupils in 1896-97; it had 27 in 1901-02. The Apprentice school had 57 pupils, 3 less than in 1896-97. In 1896-97 there were 20 Survey schools with 528 pupils; in 1901-02 there were 21 with 552 pupils.

"Other schools" are all Kindergarten. In 1896-97 there were 12 with 273 pupils, in 1901-02 there were 19 with 486 pupils. Teachers who wish to qualify in this subject have a separate paper on Kindergarten in the Secondary grade test.

Kindergarten.

In addition to the above, and not included in the statistics, Slöjd is taught in one school, which is a part of the Government High and Normal School, Moulmein, and Drawing is taught as well, as will be seen below.

Technical Education.

Teachers' drawing certificates.

There is a special examination in Drawing each year for teachers, to enable them to get certificates of proficiency. This examination is open to Itinerant teachers, Pupil teachers, and students of Normal schools. There are two grades of certificates, Primary and Secondary. For the former, Freehand, Geometrical, Model, and Blackboard drawing; and for latter, Freehand, Geometrical (including Solid), Model, Perspective, Blackboard, and Drawing from the cast are required.

Slöjd.

The Slöjd class was opened in May 1898, and the work is done under a definite syllabus as given in the Code. Slöjd training is compulsory for all the Normal students, and is largely taken up by the pupils in the High school as well. Arrangements are being made to extend this training to other Normal schools for boys.

The success the Slöjd department has met with has been largely due to Mr. G. W. Bird of the Government High School, Moulmein, and to Mr. Dënder, the Drawing and Slöjd Master, and his Assistant, Maung Po Thaing.

Drawing.

We have no figures available for 1896-97. In 1897-98 19 Government and Municipal schools and 7 Aided Anglo-Vernacular schools taught drawing from the First Standard to the Ninth. In 1901-02 15 Government and Municipal schools, and 12 Aided schools taught Drawing. In all Government, and in the larger Municipal schools, Drawing is compulsory. In 8 districts and 12 schools Drawing was taught with a total of 692 passes.

For the Teachers' Drawing Certificate examination, in 1896-97, 115 passed the Primary grade, 28 being "Excellent" and 14 the Secondary grade, 5 being "Excellent." In 1901-02 384 passed the Primary grade, of whom 300 were "Excellent," and 134 passed the Secondary grade, of whom 112 were "Excellent:" 757 and 260 were presented for these grades respectively.

This examination is very popular, and there has been a considerable rise in proficiency.

Vocal music.

Eleven Aided schools in 1901-02 against 4 in 1896-97, taught Vocal music from the Infant to the Seventh Standard. In 1901-02 there were 1,078 passes. To spread this in Vernacular schools, a Kindergarten song-book, and a Tonic Sol-fa Manual in Burmese have been prepared by Ah Sou, a teacher in the Baptist College. Vocal music is taught in the Minbu Government School, but the pupils are not presented for examination.

Kindergarten.

In 1896-97 one Government and 11 Aided Anglo-Vernacular schools had Kindergarten departments, and in 1901-02 one Government, 16 Aided, and one Municipal school. In 1901-02 there were 222 passes in the first, and 206 in the second year. The course is a two-years' one for children of 7 and under. Since 1896-97, Anglo-Vernacular schools have had an Infant-standard added, in which Kindergarten and Object Lessons are taught.

In 1901-02, 494 Vernacular schools for Burmans had attached to them a "Thinbôngyi, Kindergarten, and Object Lesson" class; 2,440 boys and 1,893 girls, all of 7 years of age and under, passed: there were 31 schools with 77 boys and 58 girls for Karens; 17 schools with 102 boys and 38 girls for Tamils; and one school with 6 boys and 2 girls for Muhammadans. These subjects do not make much progress among Karens, I regret to say.

Government School of Engineering, Insein.

The Government School of Engineering has been during the past five years under Mr. Mitchell as head, and Maung Kyaw Tun, as second master, both of whom have done very good work. Mr. Mithcell has, since the last Quinquennial Report was submitted, passed the B.A. examination of the Calcutta University.

In 1896-97 the average attendance was 16, 7 in the Upper and 9 in the Lower Subordinate class. In 1901-02 there were 25, 11 in the Upper and 14 in the Lower.

The course for each class extends over two years. In the former year 2 appointments in the Upper, and 3 in the Lower Subordinate grade were given: in

the latter, only one in the Upper, and 8 in the Lower grade were given. The reduction in the number of Upper Subordinate appointments has been unfortunate. Technical Education.

The fees rose from Rs. 596 in 1896-97 to Rs. 1,214 in 1901-02, and the cost from Rs. 7,895 to 8,391.

The training given in this school is practical and good, and the boys, who pass out each year, both those who get guaranteed appointments and those who merely work for certificates, have done well.

The school is becoming more popular each year, and Karens have joined.

The pupils are keen on foot-ball, cricket and athletics. The health of the school has been good.

When the trifurcation of studies ordered by the Government of India comes into force, it will be necessary to considerably enlarge the scope of this school, and to put on a footing similar to the Sibpur Engineering College. It will then have to be the centre where the teachers for the technical side of the High schools will have to be trained, and where much of the necessary plant will have to be made.

Weaving and lace-making, &c.

In 1896-97 we had 6 passes in weaving, all from one Anglo-Vernacular school. In 1901-02 we had 463 passes in weaving, and lace-making, 14 in cutting-out, and 14 in cooking. These passes are from Anglo-Vernacular and Vernacular schools, 19 of the last having taken up the work since 1896-97, all but 3 being Indigenous schools, and all found in Mandalay town and Mandalay district.

Industrial.

The passes from these schools in 1896-97 were 5 in printing, 7 in book-binding, 7 in carpentry, and 4 in blacksmith's work. In 1901-02 we had 3 in printing, 1 in book-binding, 18 in carpentry, none in blacksmith's work, 39 in tin-smith's work, and 7 in cane work. Since 1896-97, the Reformatory School at Insein has been transferred from the Inspector-General of Jails to the Director of Public Instruction. We have now two Industrial schools, that of the Reformatory, and the aided one attached to the Bghai Karen Mission, Toungoo. The first examination of the Reformatory School was held in 1900-01. The Roman Catholic Chinese Mission, in Mandalay, teaches printing in its school. It was opened in 1900-01, and passed 18 pupils by the Fourth Standard; but the work was in abeyance in 1901-02.

European apprentices.

In addition to the above, up to 1901-02, 7 apprentice stipends of Rs. 15 a month each, and from 1901-02, 10 were given under the apprentice stipend scheme to enable European lads to join recognized workshops for three years. In 1891-92 there were 11 at work, 5 in the Railway workshops at Insein, 3 in the St. Peter's workshop, Bassein (since closed), 1 lad was apprenticed on board a sailing vessel, and 1 worked in the Rangoon Steam Tramway Company. In 1896-97 there were 27, and in 1901-02, 27 at work.

Expenditure on Technical Institutions.

97. The total expenditure in 1901-02 was Rs. 72,520 against Rs. 46,032 in 1896-97, an increase of 58 per cent. In the two periods under review, 1896-97 and 1901-02, "Engineering and Survey Schools" cost Rs. 34,972 and Rs. 41,950, and "Other schools" Rs. 11,060 and Rs. 24,065, respectively. Statement IV.

Industrial schools cost nothing in the former, and Rs. 6,317 in the latter period; Commercial schools were paid Rs. 188 in 1901-02 only.

In 1901-02 "Engineering and Survey Schools" cost Rs. 32,554 from public and Rs. 9,396 from private funds; "Industrial Schools" Rs. 801 and Rs. 5,516, and "Other schools" Rs. 16,823 and Rs. 7,242 respectively. "Commercial Schools" were paid entirely from private funds.

As compared with 1900-01 the total cost fell slightly from Rs. 75,894 to Rs. 72,520.

Scholarships in Special Schools.

98. The only scholarships are those given in the Government School of Engineering, Insein, and the stipends in the Survey schools. They are paid from Provincial Funds, and amounted to Rs. 15,316 against Rs. 11,273 in 1896-97. The percentage of total expenditure on scholarships was 47 as compared with 44 in 1896-97.

Technical Education.

A "Gilbert" scholarship is awarded by the Educational Syndicate and is tenable in the Insein workshops, the Dalla dockyard, or any other approved technical school or workshop. Rupees 698 have been spent during the past five years. The Educational Syndicate has paid also Rs. 2,625, 'Bigandet' and Rs. 1,230 St. Barbe Scholarships. The income for these three scholarships is derived from the interest accruing of money raised to perpetuate the memory of the three gentlemen after whom the scholarships are named.

In 1901-02 Maung Ohn Ghine, C.I.E., placed a sum of money in the hands of Government to found two scholarships, tenable in the Upper and Lower Subordinate classes of the Government School of Engineering at Insein, and to award a gold medal each year.

Technical Institution.

Statement III.

99. Included in those given above there were 20 Survey schools with 528 pupils in 1896-97, and 21 with 552 in 1901-02.

These schools are under the management and control of the Department of Land Records and Agriculture. We have no means of reporting on them.

CHAPTER IX.

FEMALE EDUCATION.

Female Education.

Number of Girls under Instruction.

Statement III.

100. The number of girls in public institutions was 18,666 in 1891-92, 26,409 in 1896-97, and 36,755 in 1901-02. The percentage of increase in comparing the two former is 41, and in comparing the two latter 39 per cent.

In the three periods respectively, Arts Colleges had 2, 5, and 8 pupils; Secondary schools, 1,908, 4,474, and 6,077; Primary schools, 16,712, 21,672, and 30,228; Training schools, 21, 83, and 159; and all other special schools 23, 171, and 283.

Increase all round.

There has been a good increase all round. I am glad to be able to draw attention to this, because in some unaccountable way the idea has been abroad lately that female education had not done and was not doing well, and enquiries were set on foot on the subject. The only decrease that has ever appeared was in 1898-99, when, owing to the removal of the "Unaided" class, the returns showed 25,866 girls, whereas the year previous there had been 26,848. The very next year the number rose to 29,650: in 1900-01 there were 34,781. The increase is shared by every division, Minbu, however, the least of all.

Percentage of school-going age.

In 1891-92 the percentage of girls in public institutions to the total female population of school-going age was 3·3; in 1896-97 it rose to 4·7; and in 1901-02 was 5·4. The accompanying maps, showing the percentages for each division, are based upon the figures of the following table.

TABLE V.—*Proportion of girls in Public Institutions in 1891-92, 1896-97, and 1901-02.*

Division.	1891-92.		1896-97.		1901-02.	
	Total.	Percentage of school-going age.	Total.	Percentage of school-going age.	Total.	Percentage of school-going age.
Arakan	18,666	3·3	566	1·2	605	1·1
Pegu			7,543	7·5	11,338	9·2
Irrawaddy			6,430	5·7	7,167	5·9
Tenasserim			4,104	5·9	6,454	7·8
Mandalay			2,899	5·9	4,305	7·5
Sagaing			1,856	3·4	2,775	3·4
Minbu			1,414	1·6	1,467	1·7
Meiktila			1,597	3·8	2,644	3·4
Total ...	18,666	3·3	26,409	4·7	36,755	5·4

In 1901-02 in public institutions for girls there were 9,445 girls, and in public institutions for boys there were 27,310 girls; girls in private institutions were

3,377 : making a total of 40,132 in all, or a percentage of 5·91 of school-going age. As compared with 1896-97 there is an increase under every head. Female Education.

MIXED SCHOOLS.

In the mixed schools the pupils have increased by 45, the girls by 45 per cent.; and in the schools for boys girls have increased by 37 per cent. The girls in private institutions have increased by 27 per cent.

Race and Creed of Girls under Instruction.

101. In English Secondary schools for girls the European and Eurasian attendance was 791 in 1891-92, 1,124 in 1896-97, and 1,315 in 1901-02. In Secondary Vernacular schools the attendance was 1 for each period. In Primary schools it was 37, 43, and 121 respectively. The total percentage was 16·5 in 1891-92, 12 in 1896-97, and 10·2 in 1901-02. Statement III.

Native Christians in Secondary English schools were 96, 99, and 130 respectively; in Secondary Vernacular schools 327, 427, and 407 respectively; in Primary schools 275, 504, and 608 respectively: making a total percentage of 13·9, 10·6, and 8·1 for the three periods.

Parsis came in between 1896-97 and 1901-02 only; there were 12 in 1901-02, and all in Secondary English schools.

Mahommedans in English Secondary schools were 3, 11, and 9; in Secondary Vernacular schools 41, 53, and 24; in Primary schools 78, 119, and 236: making a total percentage of 2·4, 1·9, and 1·9 respectively.

Brahmans and non-Brahmans, hitherto classed as Hindus, are now separated. In 1901-02 there were 1 Brahman and 130 non-Brahmans in Primary schools; 4 non-Brahmans in Secondary English, and 6 in Secondary Vernacular schools.

In 1891-92, and 1896-97, respectively, there were 1 and 12 Hindu girls in Secondary English, 3 and 13 in Secondary Vernacular, and 25 and 118 in Primary schools. The total percentage for these years was ·6 and 1·5 respectively.

Burmese are now distinguished from "Others," and in 1901-02 there were 350 and 238 of each in Secondary English, 694 and 115 in Secondary Vernacular, 8,715 and 1,015 in Primary schools, with a total percentage of 69·06 and 9·7 respectively. In 1896-97 and in 1891-92, when they were classed together, there were 195 and 322 in Secondary English, 482 and 178 in Secondary Vernacular, and 6,552 and 2,858 in Primary schools, with a total percentage of 74·1 and 66·7 respectively.

Stages of Instruction of Girls in non-European Schools.

102. In 1896-97 there were 6 girls in the High, 303 in the Middle, 1,977 in the Upper Primary, and 22,920 in the Lower Primary stages respectively, making a total of 25,206. In 1901-02 there were 10 in the High, 348 in the Middle, 2,580 in the Upper Primary, and 32,151 in the Lower Primary stages respectively, total 35,089. There has been an increase of 67 per cent. in the High, 15 in the Middle, 30 in the Upper Primary, 40 in the Lower Primary, and 39 in the total respectively.

Girls in Colleges and Special schools.

103. In 1901-02 there were 8 girls in Arts Colleges, 159 in Training schools, and 283 in other special schools, against 5, 87, and 171, respectively in 1896-97. Statement I.

Secondary Schools for Girls.

104. All the girls in the Secondary stage were found in aided schools. In 1896-97 there were 15 schools with 1,441 pupils in English, and 18 schools with 976 pupils in Vernacular schools. Statement III.

In 1901-02 there were 18 English schools with 2,058 pupils, and 21 Vernacular with 1,247 pupils. An increase of 20 and 15 per cent. in schools, and 43 and 28 per cent. in pupils.

For the three periods, 1891-92, 1896-97, and 1901-02, there were in the High department 21, 43, and 83 pupils in girls schools not girls, in the Middle 328, 455 and 547; in the Upper Primary 410, 617, and 829; and in the Lower Primary 1,004, 1,302, and 1846; the totals being 1,763, 2,417, and 3,305 respectively. The

Female Education.

percentages are for the High 1·2, 1·8 and 2·5; for the Middle 18·6, 18·8 and 16·6; for the Upper Primary 23·3, 25·5 and 25·08; and for the Lower Primary 56·9, 53·9, and 55·9 respectively.

Primary Schools for Girls.

Statement III.

105. In 1896-97 we had one school with 160 girls under the head "District and Municipal," and 58 schools with 1,049, under the head "Unaided." These latter have disappeared, and in 1901-02 we had "Aided" only, with 323 schools and 10,826 pupils against 185 schools and 6,217 pupils in 1896-97, a considerable increase.

In 1896-97 there were 244 Primary schools for girls with 7,336 pupils. In the Primary schools for boys there were 17,066 girls. In 1901-02 there were 323 schools for girls, a rise of 32 per cent. with 10,826 pupils, a rise of 48 per cent. In the Primary schools for boys there were 23,334 girls, a rise of 37 per cent. The totals for the two periods are 21,693 and 30,228, a rise of 39 per cent.

The year 1896-97, compared with 1891-92, shows a rise in Primary schools for girls of 118 per cent., and of 124 per cent. in pupils. In Primary schools for boys, the number of girls rose by 15 per cent., and the total by 30 per cent.

Average strength of schools for Girls.

106. The figures for 1891-92 were 81 for English Secondary, 78 for Vernacular Secondary, and 29 for Primary; the figures for 1896-97 were 96, 54, and 30 respectively; and for 1901-02, 114, 59 and 34 respectively.

Expenditure on Schools for Girls.

Statement IV.

107. The total expenditure in 1901-02 was Rs. 1,62,252 against Rs. 1,24,594 in 1896-97, an increase of 30 per cent., against 24 per cent. in the previous five years. The increase is found under all sources but "Local and Municipal" and "Other," which show a decrease of 4 and 12 per cent. respectively.

Provincial revenues found in 1896-97 and 1901-02, respectively, Rs. 29,855 and Rs. 48,831, all paid to "Aided." "Fees" increased from Rs. 36,703 to Rs. 60,613. "Local and Municipal Funds" found Rs. 23,544 and Rs. 22,492; and "Other sources" Rs. 34,492 and Rs. 30,316.

In 1896-97 Rs. 1,01,010 were spent on Secondary and Rs. 23,584 on Primary schools; in 1901-02 the amounts were Rs. 1,28,798 and Rs. 33,454: an increase of 28 per cent. in Secondary and of 42 per cent. in Primary.

In 1897-98 there was a decrease of 3 per cent., in Secondary, of 9 per cent. in Primary in 1899-00, and of 58 per cent. in Primary in 1901-02.

Of the expenditure on Primary, Provincial Revenues found Rs. 13,731 for "Aided," "Local and Municipal" Funds Rs. 10,858, Fees Rs. 2,312, and "Other sources" Rs. 6,553. The total expenditure per 1,000 of the female population was Rs. 7·4 as against Rs. 6·3 in 1896-97.

The percentage of direct expenditure from Public Funds on Secondary and Primary schools was 6·9 in 1891-92, 9·7 in 1896-97, and 8·9 in 1901-02.

The average annual cost of a Primary school and of a pupil in it, in 1901-02, was Rs. 104, *i. e.*, Rs. 76 public and Rs. 28 private for the school, and Rs. 3·09, *i. e.*, Rs. 2·3 public and Rs. ·8 private for the pupil. In 1896-97 the school cost Rs. 97, *i. e.*, Rs. 69 public and Rs. 28 private, and the pupil Rs. 3·2, *i. e.*, Rs. 2·3 public and Rs. ·9 private.

Passes for Girls.

Statement VI.

108. In Burma we have no separate colleges or scholarships, except the medical ones, for girls. Boys and girls compete upon the same terms. The only difference we make is in the curriculum, where girls who do not intend to go on to the Entrance Examination, may, in lieu of a second language, which is compulsory for boys, take Needle-work, and Hygiene with Domestic Economy, &c.

In 1901-02 there were no Secondary schools under public management for girls; but there were seven aided ones, which sent up 35 girls for the Entrance and passed 16. One boys' school under public management sent up one girl and she passed. One aided school for boys sent up one girl and she failed. One private student went up and she passed.

In 1896-97 there were five schools which sent up 20 pupils and passed 9.

For the Preparatory Entrance or Eighth Standard 32 girls went up and 25 passed. In 1896-97, 30 pupils, 2 boys and 28 girls, went up from Girls' schools, 2 boys and 25 girls passed. Three girls reading in boys' schools went up and all passed. Female Education. Statement VI.

In the Middle stage, Anglo-Vernacular aided schools were 18 in 1901-02. Schools for girls presented 243 girls and 181 passed. Ninety-one girls from boys' schools went up and 54 passed.

On the Vernacular side, 20 aided schools sent up 117 girls and 90 passed; 61 girls from boys' schools went up and 42 passed.

Under "Unaided" we have included all the Teachers and Pupil-teachers who appeared and passed: 7 females were sent up and 6 passed; 5 females appeared as private students and 2 passed.

In 1896-97, 29 schools sent up 302 girls and 188 passed; from schools for boys 191 girls appeared and 86 passed.

In the Upper Primary stage, Anglo-Vernacular, 21 aided schools sent up 328 girls and 262 passed; 218 girls from boys' schools appeared and 144 passed.

On the Vernacular side 125 aided schools sent up 454 girls and 279 passed; 1,530 girls from boys' schools appeared and 985 passed.

In 1896-97, 94 schools sent up 519 girls and 319 passed; 1,721 girls from boys' schools appeared and 901 passed.

In the Lower Primary stage, Anglo-Vernacular, 21 aided schools sent up 436 girls and 393 passed; 317 girls from boys' schools appeared and 276 passed.

On the Vernacular side 323 aided schools sent up 3,667 girls and 2,546 passed; 13,042 girls from boys' schools appeared and 8,981 passed.

In 1896-97, 215 schools presented 1,372 girls and 617 passed; 9,329 girls from boys' schools appeared and 6,870 passed.

CHAPTER X.

EUROPEAN EDUCATION.

European pupils, according to their attendance at schools for Europeans and non-Europeans, 1901-02.

109. The total for 1901-02 is 3,025, and shows an increase of 717 over that for 1896-97. European Education.

In schools for Europeans there were 1,971 Europeans and 217 non-Europeans while in 1896-97 there were 1,528 and 140. respectively. In schools for non-Europeans there were 1,054 European pupils, an increase of 274 over the number in 1896-97. The largest number of non-Europeans reading in schools for Europeans are found in Akyab and Moulmein, the American Baptist Mission English Girls' High School at the latter place showing the largest number. The non-Europeans are chiefly girls of Parsi, Jew and Native Christian families. In Akyab they are all found in the St. Anne's Convent, that being the only Girls' Anglo-Vernacular School in the town. Statement III.

Revision of the European Code.

110. Up to the present time the European Code has not been introduced into Burma. All schools work under the one Code for all classes in Burma, Europeans drawing 50 per cent. more in grants.

A Committee assembled in Calcutta in February and March last for the revision of the European Code, with a view to its introduction all over India. When issued, it will be followed by those schools in the province that are registered as schools for Europeans.

Examinations for admission to the Public Service.

111. During the past five years 4 Europeans have qualified by competition for appointment as Myoôks.

Every year Burma loses a certain number of European pupils, who are sent by their parents to schools in the hill stations of India, partly for the climate, and partly because these schools prepare pupils for the various competitive examinations for appointment under Government, such as admission to the

European Education.

Thomason College, Roorkee, the Sibpur Engineering College, Calcutta, and the Opium, Salt, and other departments.

I have not been able to find out, that up to the present the parents have had their hopes realized.

As to the first reason, namely,—climate,—a Government school will be opened at Maymyo, and will, I trust, meet the wants of the European and Eurasian community.

As to the second reason, I do not know why the European schools in this Province have not taken up the question of preparing pupils for Government service. We shall try and make the necessary arrangements in the Government school at Maymyo, and I trust that the introduction of the European Code will induce the European schools to take the matter up. It is quite time that something was done.

Progress of European Education.

112. There has been steady increase. The figures are 1,605 for 1886-87, 1,785 for 1891-92, 2,308 for 1896-97, and 3,025 for 1901-02.

While the figures rose from 1891-92 to 1896-97, in 1897-98 they fell by 1, but from that time onwards there has been a steady rise.

According to the classes of Institutions, comparing 1901-02 with 1896-97, the attendance in Arts Colleges rose from 15 to 24, in Secondary schools for boys from 888 to 1,135, and in Secondary schools for girls from 1,125 to 1,316; in Primary schools for boys from 31 to 61, and in Primary Schools for girls from 43 to 121; in Training schools for Masters from 2 to 29, and in Training schools for Mistresses from 18 to 25. "Other Special Schools" show an increase of 185 to 314. Private institutions for boys had 1 pupil in 1896-97, and none in 1901-02.

It should be clearly understood, that the Europeans in the British Army in Burma should be excluded in calculating the percentage as to the population, as we have nothing to do with Army Schools, and they are in no way included in our tables.

Europeans at Public Examinations.

Statement VI.

113. The figures for 1901-02 are 1 for B.A., 6 for F.A., none for Medical. In the Entrance Examination 21 boys and 17 girls, and in the Preparatory Entrance 28 boys and 24 girls passed.

In the Middle school the passes are 213 boys and 173 girls; in the Upper Primary 253 boys and 205 girls; and in the Lower Primary 299 boys and 289 girls.

The largest number of passes is found in the Pegu, Tenasserim and Mandalay Divisions, where there is the largest European population. B.A. and F.A. passes are confined to the Pegu division, which is the only one that has Colleges.

Secondary and Primary Schools for Europeans.

114. Here again we have an increase, if we compare the figures of 1901-02 with those of 1896-97. The Secondary schools have risen from 14 to 17, and the pupils from 1,455 to 1,741. Primary schools have risen from 2 to 4, and the pupils from 44 to 147.

All the schools are aided; there are none under public management.

Taken under stages of instruction, there were in 1901-02, 23 boys and 75 girls in the High, 134 boys and 302 girls in the Middle, 187 boys and 375 girls in the Upper Primary, and 328 boys and 464 girls in the Lower Primary. The girls preponderate. There has been an increase all through over 1896-97, except in the number of boys in the Upper Primary stage, which was 2 less.

Expenditure on Schools for Europeans.

Statement IV.

115. The total expenditure on schools was Rs. 1,33,799 in 1901-02 against Rs. 99,503 in 1896-97, an increase of 34 per cent., the same as when 1896-97 is compared with 1891-92.

Provincial Funds supplied Rs. 30,438 in 1901-02 against Rs. 17,713 in 1896-97. In the latter year Local Funds supplied nothing, and Rs. 2,062 in

former. Fees increased from Rs. 41,852 to Rs. 62,411, and Municipal Funds from Rs. 8,625 to Rs. 9,085. "Other sources" fell from Rs. 31,313 to Rs. 29,803. European Education.

Secondary and Primary education respectively received Rs. 1,21,156 and Rs. 12,643 in 1901-02, and Rs. 93,805 and Rs. 5,698 in 1896-97.

There has been a decrease in Primary expenditure of 18 per cent. in 1897-98, 51 per cent. in 1899-00, and 19 per cent. in 1901-02, while Secondary has increased each year. The advance in Primary expenditure from Rs. 5,698 in 1896-97 to Rs. 12,643 shows that Primary Education has advanced. Schools do not remain at the Primary stage: they move on to Secondary as education progresses.

The total expenditure of all kinds on European education was Rs. 1,86,543 in 1901-02, of which Rs. 67,007 was net Government expenditure; in 1896-97 it was Rs. 1,20,655, of which Rs. 38,709 was net Government expenditure. The details for the two periods are Secondary education Rs. 1,21,156 and Rs. 93,805; Primary education Rs. 12,643 and Rs. 5,698; Special education Rs. 12,210 and Rs. 6,756; Scholarships Rs. 816 and Rs. 1,630; Buildings Rs. 39,024 and Rs. 11,000; Furniture and Apparatus Rs. 400 and Rs. 1,700, and Special grants to Cadets Rs. 294 and Rs. 66.

The average cost of each pupil was 70·9, 22·1 being public and 48·8 private. In 1896-97 it was 66·4, 17·6 being public and 48·8 being private.

CHAPTER XI.

MUHAMMADAN EDUCATION.

Progress of Muhammadan Education.

116. In 1891-92 there were 5,426 Muhammadans under instruction in public and private schools; in 1896-97 there were 6,522, and in 1901-02, 8,193. The numbers have increased every year but 1898-99, when there was a decrease of ·04 per cent. Muhammadan Education.

The bulk of these are found in private institutions: the percentage in public institutions was 32 in 1891-92, 44 in 1896-97, and 50 in 1901-02. Statement III.

We cannot state the percentage of Muhammadans under instruction to Muhammadan pupils of a school-going age, as we have not the census figures.

Taking the distribution under Instruction for 1896-97 and 1901-02, public institutions had 2,849 or 2 per cent. and private had 3,673 or 3·5 per cent. in 1896-97. In 1901-02 public institutions had 4,064 or 2·5 per cent. and private had 4,129 or 2·7 per cent.

Muhammadans in Public Institutions.

117. If we take public institutions only, in 1896-97 there were two Muhammadans in arts colleges, 920 in the Secondary schools, and 1,878 in the Primary. In 1901-02 there were 4 Muhammadans in arts colleges, 1,413 in Secondary, and 2,620 in Primary schools. The above figures are for schools in which Muhammadans read.

The following are for public and private institutions, purely for Muhammadans. There are no arts colleges: the education is confined to the secondary and primary stages. Under Public institutions in 1901-02, there was one anglo-vernacular secondary school—the Madrasa-Islamia in Rangoon, with 26 pupils. It is badly managed and ill-supported. The Muhammadans of the town take no interest in it, and prefer sending their children to the other and better schools of the town. There were no vernacular secondary schools. There was one primary anglo-vernacular school with 51 pupils: this is the Primary department of the Madrasa-Islamia. There were 57 vernacular schools with 1,459 pupils. Here also Muhammadan children prefer the Burmese vernacular schools. Under private institutions there were 217 with 4,094 pupils; all these are small Koran schools. In 1896-97 there were no public secondary schools; primary numbered 37 with 1,544 pupils: it will be seen that, though the number of schools has increased by 21, the attendance is 34 less. Private institutions were 246 with 3,630 pupils; the number has decreased to 217, but the attendance has gone up by 464.

Muhammadan Education.

The vernacular public schools are found in the Rangoon and Mandalay towns, and the Akyab and Shwebo districts. The schools that in 1896-97 existed in Moulmein town and the Yamèthin district have disappeared, 9 in number, with 646 pupils.

Passes gained by Muhammadan Schools.

118. At the University examinations in 1896-97, 2 passed the Entrance in 1901-02, 3 passed the Entrance, and 1 the F.A. Examination. In 1901-02, from the 54 Aided Public schools, none passed by the middle; 25 boys and 2 girls passed by the Upper Primary, and 293 boys and 33 girls by the Lower Primary stages, respectively. The figures for 1896-97 are from 26 Public Aided schools, no passes by the Middle, 18 boys and 4 girls by the Upper Primary, and 111 boys and 17 girls by the Lower Primary stages respectively, an increase all round, except for girls in Upper Primary stages. In 1901-02 the percentage of passes was 3·7 for the Middle, 2·7 for the Upper, and 2·1 for the Lower Primary stage. The percentage to total population we cannot give.

In 1896-97 the percentages were 3·4, 3·7 and 2·0 for the three stages and 3·5 for the population.

CHAPTER XII.

EDUCATION OF SPECIAL CLASSES.

Education of Native Chiefs and Noblemen.

Education of Special classes.

119. We have not had as yet any separate scheme of education for these. *Sawbwas* and Chiefs have gone to the existing schools, and in some cases to England, for their education. A school for the sons of *Sawbwas* has been opened from April 1st, at Taunggyi in the Southern Shan States.

Education of backward classes.

120. This heading, as given in the last Quinquennial Review, is somewhat misleading as far as Burma is concerned, because many of the people included under the head of special classes are far from backward.

The races dealt with under this head are Tamils, Telugus, Karens, Chinese, Shans, Chins, Kachins, Talaings, Taungthus and Manipurians.

The total number of schools, Public and Private, for the above races was 1,100, with 28,047 pupils in 1896-97; in 1901-02 there were 1,103 schools with 29,015 pupils.

Of these, 432 schools with 6,888 pupils were private institutions in 1896-97, and 351 with 6,028 pupils in 1901-02. These private schools were Karen, Talaing, Tamil and Telugu, Chinese and Manipurians, though the last disappeared in 1901-02.

In 1896-97 there were no Public schools under public management; in 1901-02 there was 1 with 21 pupils, namely, the Government Anglo-Chinese School, Bhamo. This was opened in February 1901 for the benefit of the Chinese population of that town. The course is a special one for training Chinese boys in English and Burmese, to act as clerks and interpreters.

Public schools under private management, there were 10 Karen with 1,262 pupils, 10 Tamil and Telugu with 1,037 pupils, 1 Chinese with 48 pupils, 1 Shan with 34 pupils, and 1 Chin with 29 pupils in 1896-97. In 1901-02 the Karen schools had increased by 1 and the pupils by 504, the Tamil and Telugu schools were the same in number, but the attendance had increased by 319; the Chinese school had its attendance decreased by 1, the Shan and Chin schools increased their attendance by 36 and 59 respectively.

Indigenous Public schools under private management consisted of Karen, Talaing, Chin, Kachin, Taungthu, Manipurian and Tamil and Telugu and Special schools. These last were 2 with 26 pupils in 1896-97, and were 6 with 125 pupils in 1901-02; they are Kindergarten and Industrial schools attached to Karen schools, to 1 Chinese school, and to 1 Tamil and Telugu school. In 1896-97

there were no Talaing, Taungthu, or Manipurian schools. In 1901-02 there were 34 Talaing schools with 1,385 pupils, 1 Taungthu with 66, and 1 Manipurian with 38. Education of Special classes.

The Karen schools increased from 582 to 606, but the pupils decreased from 17,330 to 15,979. Tamil and Telugu schools increased from 59 to 61, and the pupils from 1,304 to 1,805, the Chin and Kachin schools increased from 1 each to 10 and 8 respectively, and the attendance rose from 69 to 164, and from 20 to 77 respectively.

In 1896-97 there were 23 Anglo-Vernacular schools, 10 Karen, 10 Tamil and Telugu, 1 Chinese, 1 Shan, and 1 Chin; in 1901-02 there were 25 Anglo-Vernacular schools—2 Chinese, 11 Karen, 10 Tamil and Telugu, 1 Shan and 1 Chin. The Industrial and Kindergarten schools rose from 2 to 6.

In the former year there were 643 Vernacular schools, and in the latter 721, the attendance being 18,723 and 19,514 respectively. Karen schools increased from 582 to 606, but the attendance fell from 17,330 to 15,979.

Chin schools increased from 1 to 10, and Kachin schools from 1 to 8.

Passes of Special classes.

121. The Anglo-Vernacular passes in 1896-97 are 3 in the Entrance, 11 in the Preparatory Entrance, 191 in the Middle, 555 in the Upper, and 689 in the Lower Primary; in 1901-02 the High schools passes fell to 1 and 5 respectively, while the Middle, Upper Primary, and Lower Primary rose by 127, 60, and 108 respectively.

The Karens are the only race who go above the Middle stage, and that in very small numbers, while the Chins have gone no further than the Upper Primary. None but Karen girls are found in the Middle stage; in the Upper Primary there are no Chinese or Shan girls; and in the Lower Primary no Shan or Chin girls.

The Vernacular passes go no higher than the Middle stage; 567 schools passed 6,011 pupils in 1896-97, while 619 passed 8,816 in 1901-02. Tamils, Telugus and Talaings go no higher than the Upper Primary, and Manipurians no higher than the Lower Primary. Girls are found in all stages and among all the races, except for Chins in the Middle stage. In every stage the passes show a considerable increase over those of 1896-97.

Details of the various Races.

122. *Karens.*—The Karen Vernacular schools under the American Baptist Mission in the Tavoy and Mergui districts, few in number, that were removed from the register, still continue private. The Henzada and Thôngwa districts have not altogether recovered the panic that followed on the arrest of a Deputy Inspector, who is no longer in the Department. Thôngwa suffered more heavily than Henzada. Both districts also suffered from heavy *pro rata* reductions. These causes, combined with the active opposition of certain of the Karen Christians, have kept Thôngwa back.

It is time that these districts were placed under separate Deputy Inspectors. One man cannot do the work of both. The number of schools fell in 1900-01 to 51 from 82 in 1896-97, but rose to 60 in 1901-02.

Practically the whole of this increase is due to the registration of non-Christian Karen schools. Our success with these in all parts where Karens are found, has been a special feature of the work.

Bassein and Myaungmya districts do not show the progress they ought. One Deputy Inspector of Schools has charge of both, and it is too much for him. The Inspector of Schools writes: "The task of thoroughly supervising Karen schools in the jungle of the delta districts is an impossible one under present circumstances."

It is hard to believe that Vernacular Karen education is efficiently supervised by the Missions; control is very lax, Vernacular Secondary education has declined: Karens after passing Standards III and IV, prefer joining English schools, which they are able to do, because a certain amount of English is taught in the Primary Vernacular schools, as an extra.

Education of Special classes.

Karen Vernacular schools have increased in the Eastern Circle, and the question of improving the education of the Karens in the Toungoo Hills has been taken up.

Anglo-Vernacular schools for Karens are entirely in the hands of Missions; and supply English and Burmese education to Sgaus, Pwos, Pakus, and Bghais.

Tamils and Telugus.—English education among these people is slowly improving. All the schools but 1 are under Mission management, and do not go above the Middle stage.

Vernacular education is confined to the Primary stage and there is a small increase in schools and pupils.

Shans.—There are no Vernacular Shan schools. We do not work in the Shan country. The only Shan school is an Anglo-Vernacular one under the American Baptist Mission at Bhamo.

Chins.—There were 2 Anglo-Vernacular schools, both under the American Baptist Mission, 1 in Sandoway and 1 in Thayetmyo. The latter is now a Vernacular one. There has been an increase of 9 schools and 95 pupils in the Vernacular schools. Since 1896-97 the American Baptist Mission has begun work in the Chin country and opened two schools there.

Kachins.—Kachin education has progressed. The schools have risen from 1 to 8, and the pupils from 20 to 77. Work outside of Bhamo has been begun. In 1896-97 there was only one school, that under the American Baptist Mission at Bhamo.

Manipuris.—These are the Pônnas of Mandalay; they do little.

Talaings.—Talaing education is improving; there were 34 schools with 1,385 pupils.

Taungthus.—For the first time we have a Taungthu school with 66 pupils.

CHAPTER XIII.

PRIVATE INSTITUTIONS.

General statistics of Private Institutions.

Private Institutions.

123. We have no Advanced Institutions teaching Arabic, Persian, Sanscrit or other Oriental classics; all we have are Elementary. Of these there were in 1891-92, 5,824 schools with 52,586 pupils; in 1896-97 the figures rose to 10,585 schools with 105,827 pupils, and in 1901-02 there were 13,543 schools with 153,502 pupils. These are divided into Vernacular, Koran, and Other schools. The Koran schools, while they have diminished in number, have increased in attendance; the "Vernacular" schools for boys and for girls have increased; "Other" schools for boys have decreased in number and attendance since 1901-02.

Statement III.

The average number of pupils was 9 in 1891-92, 10 in 1896-97, and 11 in 1901-02. The increase in the number of private schools is partly due to what I have referred to before, namely, the transfer to this class of a large number of schools too hastily put on the register as probationary, which were found totally unfit. It is also due to the fact that, since Itinerant Teachers were appointed, it being their business to find out schools not on the register, and teach them, we have discovered all over the province, schools that were never seen or heard of before.

There are very few girls in Private institutions. In 1891-92 there were 59 schools with 431 girls; in 1896-97, 54 schools with 743 girls; and in 1901-02, 73 schools with 1,035 girls, all in the Vernacular: none in the Koran or Other class.

There were no Koran schools found in the Sagaing Division, and no Other schools in the Sagaing and Minbu Divisions in 1896-97; in 1901-02 no Koran schools are found in the Sagaing and Minbu Divisions, and Other schools are found in the Pegu, Irrawaddy and Tenasserim Divisions only, the bulk in Pegu. Vernacular schools have increased in every division but Arakan, the largest increases being in Sagaing and in Meiktila.

There are no Europeans, Eurasians, Native Christians, or Parsis in Private institutions. There were in 1901-02 97 Brahmans, 308 non-Brahmans, 4,129 Mahommedans, 140,112 Burmans, and 8,856 Others.

Private Institution.

I have drawn attention in previous reports to the very small requirements for registration in Vernacular education. It will be well to repeat them here, so that the system at work may be understood. To be brought on to the register, a school must have a working Session of at least 4 months; at least four pupils must be able to read and write their vernacular as judged by Standard II; and it should pass pupils within a year of registration by the recognized standards, in order to be retained on the list. A very large number of the Burmese private institutions are monastic, the Managers of which are very ignorant, or very bigoted, or both.

CHAPTER XIV.

HOSTELS OR BOARDING-HOUSES.

Hostels or Boarding-houses.

124. We can supply no figures for 1891-92 as the returns for hostels and boarding-houses were not required then for the annual report. A comparison can be made in consequence between the figures for 1901-02 and those for 1896-97.

Hostels for Boys.

Statement VIII.

125. (*a*) *Managed by Government.*—In 1896-97 there were only two hostels, that for the Rangoon College and Collegiate Schools, and that for the Moulmein Government High and Normal School. The former had 130 boarders, 19 belonging to the College proper, and 111 to the school—84 in the Secondary, and 27 in the Primary department. The income from fees was Rs. 11,350. The latter had 78 boarders, 26 in the Secondary, 3 in the Primary, and 49 in the Normal department. The income from fees was Rs. 7,131. On 31st March 1902 there were five hostels, namely, Rangoon College, Rangoon Collegiate School (these hostels having been separated), Government High School, Minbu (opened since 1896-97), Government Normal School, Mandalay (opened since 1896-97), and the Government High and Normal School, Moulmein.

The Rangoon College had 55 boarders, and an income of Rs. 9,947; the Rangoon Collegiate School had 124 boarders, 91 in the Secondary, and 33 in the Primary department, with an income of, Rs. 16,335; the Government School, Minbu, had 28 boarders, 15 in the Secondary, and 13 in the Primary department, with an income of Rs. 2,880; the Government Normal School, Mandalay, had 35 boarders, all Normal students, with an income of Rs. 1,057; and the Government High and Normal School, Moulmein, had 124 boarders, 32 in the Secondary, 11 in the Primary, and 81 in the Normal department, with an income of Rs. 7,091. To the end of 31st March 1902 the hostels attached to the Rangoon College and Collegiate School have been under the Educational Syndicate; but as Syndicate funds contributed nothing, and they were maintained by fees and a capitation-grant from Government, they have been classed all along as Government.

(*b*) *Managed by Municipal Boards.*—The number of hostels remains the same, namely, three; but the number of pupils and income have risen from 42 and Rs. 4,290 to 61 and Rs. 6,149 respectively. Of the 61, 27 are in the Secondary, and 34 in the Primary department. Akyab, Bassein, and Prome are the only Muncipalities that have hostels.

(*c*) *Aided by Government, Municipal, or Local Boards.*—There are 9 less in 1901-02 than in 1896-97, but the number of pupils has increased by 374. In 1896-97 there were 10 in the College, 854 in the Secondary, 1,116 in the Primary, and 83 in special departments respectively. On the 31st March 1902 there were 2,437 boys in these hostels. The total expenditure in 1896-97 was Rs. 1,15,789, towards which Provincial Funds contributed Rs. 5,856, Local and Municipal Funds Rs. 971, Subscriptions and Endowments Rs. 58,631, and Fees Rs. 50,601. On the 31st March 1902 there were 9 in the College, 912 in the Secondary, 1,437 in the Primary, and 79 in Special departments respectively. The total expenditure in 1901-02 was Rs. 1,19,494, towards which Provincial Funds contributed Rs. 3,613, Local and Municipal Funds Rs. 815, Subscriptions and Endowments Rs. 38,293, and Fees Rs. 76,773.

(*d*) *Unaided.*—The figures for 1896-97 cannot be accepted; the Deputy

Hostels or Boarding-houses.

Inspectors of Schools who collected them misunderstood what was wanted. On the 31st March 1902 there were 16 boarding-houses, all kept by Vernacular School Managers, Burmese, Karen, and Tamil. The total expenditure was Rs. 7,467, towards which Subscriptions and Endowments contributed Rs. 7,405 and Fees Rs. 62.

Hostels for Girls.

Statement VIII.

126. (*a*) There are no hostels for girls managed by Government, Municipal, or Local Boards.

(*b*) *Aided by Government, Municipal, or Local Boards.*—All these are managed by Missions. In 1896-97 there were 23 hostels with 906 pupils, 425 in the Secondary, 444 in the Primary, and 37 in special departments respectively. The total expenditure was Rs. 77,652, towards which Provincial Funds contributed Rs. 6,362, Local and Municipal Funds Rs. 392, Subscriptions and Endowments Rs. 34,497, and fees Rs. 36,401. In 1901-02 there were 25 hostels with 1,104 pupils, 405 in the Secondary, 596 in the Primary, and 103 in Special Departments respectively. The total expenditure was Rs. 1,06,322, towards which Provincial Funds contributed Rs. 10,290, Local and Municipal Funds Rs. 1,022, Subscriptions and Endowments Rs. 27,541, and Fees Rs. 67,469.

(*c*) *Unaided.*—In 1901-02 there were no hostels. In 1896-97, 4 were returned with 100 boarders, 65 in the Secondary and 35 in the Primary departments, respectively, with a total expenditure of Rs. 10,129, towards which subcriptions and endowments contributed Rs. 2,995, and fees Rs. 7,014.

In 1900-01 the number had decreased to 1, in the Tharrawaddy district, under the Baptist Mission in connection with an unregistered girls' school.

CHAPTER XV.

PHYSICAL AND MORAL TRAINING.

Physical training.

Physical and moral training.

127. This is attended to in a variety of ways in Government, Municipal, and Aided schools.

To begin with, *drill* for boys and *calisthenics* for girls are among the subjects schools may take up. Schools take them up, and are tested each year systematically by the Inspector of Schools.

These subjects are not popular in Vernacular schools and make their way slowly.

Gymnastics are taken up in some schools, and gymnastic sheds and apparatus have been supplied; but, except in a few schools, there is very little keenness shown for this subject.

The boys in Anglo-Vernacular schools throw all their energy into games and athletics.

There is not a station in Burma, where there are Anglo-Vernacular schools, where football is not played. Football matches between one station and another, between schools in the same station, and between the schools of one station and those of another, form a well-known feature of the rains in Burma.

In Rangoon, the matches for the various challenge shields and cups, played by the schools against Regimental teams, and teams from other schools, and clubs, have produced a very high order of play, and shown that our schools are very good exponents of the game, and well able to hold their own.

Hockey and cricket are steadily growing in popularity.

Tennis is played in the larger schools that can afford the game.

Almost every school has its annual athletic sports. In Rangoon, the College and Collegiate School, the Baptist College, St. John's S. P. G., St. Paul's High School, and the Diocesan School hold there own athletic sports, which are keenly contested.

Every year in December, the Schools Athletic Association holds its sports. This Association has been in existence for 10 years, and has done much to bring schools into friendly co-operation in matter of sports.

The Burma Athletic Association likewise holds its meeting each year, and has events for which school boys can enter, some being specially reserved for them. Physical and moral training.

Burma will compare well with any part of India in the matter of games and sports.

Special mention should be made of the Cadet corps attached to the principal schools, namely, those of the Rangoon College and Collegiate School, St. Paul's High School, the Diocesan High School, Rangoon, and the Government High School, Moulmein.

The good work done by the Fire Brigades attached to some of the schools in Rangoon and the district is well known.

In the Vernacular Schools, owing to the difficulty of providing play-grounds games are not so common; but football, both English and Burmese, are played, and the boys play their own national games.

Moral training.

128. There is a high standard of moral training in our schools in Burma, both Vernacular and Anglo-Vernacular. A very large number of schools are under Missionary management, and in them there is no lack of attention to this very important side of education. In our Government and Municipal schools great care is taken to form the characters of the pupils, and to watch over their moral welfare.

The Code has very definite rules for the guidance of schools, and these rules are strictly enforced. Everything has been, and is done, by precept and by example, to influence our pupils for good.

As a rule, there is little fault to find with the maintenance of discipline on the part of teachers, or with the conduct of pupils.

We use no special text-book; but all our "Readers" abound in lessons bearing on morality. We look more to the teachers than to text-books in this matter.

We instil into our teachers the necessity for being in close touch with their pupils, and their parents and guardians, and for securing the co-operation of the latter in the work of forming the minds and characters of their pupils.

Our boarding establishments and hostels are numerous, and well managed. Everything is done to give our boys well-ordered surroundings; and cleanliness, obedience, and punctuality are insisted on.

CHAPTER XVI.

EDUCATIONAL CONFERENCES.

129. Conferences in Burma are of two kinds—Quinquennial and Annual. Educational conferences.

A.—QUINQUENNIAL CONFERENCES.

The former are summoned at Rangoon, Moulmein, and Mandalay. All Managers are invited, and they are asked to send in beforehand any proposals they have to make for the revision of the Code, which takes place once in five years. The conferences possess no authority, but proposals are fully discussed, and the conclusions arrived at are submitted for the orders of the Government.

The last quinquennial conferences were held in December 1900 and January 1901, and the 5th edition of the Code was issued in 1901.

B.—ANNUAL CONFERENCES.

The latter are held by the several Inspectors of Schools at various places in their respective circles. To these are summoned the Managers, both Vernacular and Anglo-Vernacular, within easy reach. The conferences last from three to four days, and are divided into 2 sections, English and Vernacular. They are attended by Educational officers, Managers, Itinerant teachers, and Pupil teachers: men and women, monks and laymen come. At these, which are for purposes of instruction, papers bearing on teaching, discipline, and school-management are read and discussed; model lessons are given; and a small exhibition of educational appliances and of specimens of work turned out in the schools is held.

These conferences are very popular, and some of the best papers are read by

the women teachers and managers, and by monks. The difficulty is not to find people willing to read papers, but to make suitable selections from among the many applicants. I attach the greatest importance to these conferences as an agency for spreading and improving education.

To make these conferences a success, the actual expenses to and fro for those who attend are paid.

Meetings called by the Director of Public Instruction.

Educational conferences.

130. In addition to the above, meetings of Managers are often called by the Director of Public Instruction, to discuss important questions that may arise. Such meetings have been called during the past five years, to discuss such matters as the following: "Training of Teachers," "Bifurcation of studies" "European education," &c.

Everything is done in the province to bring the Department and the Managers into touch by means of conferences.

Details of Conferences.

131. In the *Eastern Circle* I regret to find that no annual conferences were held by the Inspector of Schools from 1896—1899.

In 1899 Vernacular conferences were held at Yamèthin, Toungoo, and Moulmein, and Anglo-Vernacular conferences at Toungoo and Moulmein.

In 1900-01 Vernacular conferences were held at Toungoo, Moulmein, Tavoy and Mergui.

In 1901-02 Vernacular conferences were held at Tavoy for the Tavoy and Mergui districts, at Moulmein for the Amherst and Thatôn districts, and at Toungoo. Anglo-Vernacular conferences were held, one at Mergui, 2 at Toungoo, 2 at Moulmein, 1 at Shwegyin, 2 at Toungoo, and 2 at Rangoon.

In the *Northern Circle,* in 1897, the Managers came to a large Vernacular conference held in Prome.

In 1898-99 Vernacular conferences were held at Mandalay, Kyauksè, Meiktila, Sagaing, Shwebo, Pakôkku, Myingyan, and Mônywa. All these were largely attended by monastic Managers and Teachers. Anglo-Vernacular conferences were held at Mandalay and Mônywa.

In 1900-01 one large Vernacular conference was held at Mandalay, largely attended by Pôngyis; an Anglo-Vernacular conference was also held. A conference of Deputy Inspectors was also held in the office of the Inspector of Schools.

Mr. Potter, both in the Northern and in the Eastern Circle since he took charge of it, has given his attention to the holding of conferences.

In 1901-02 the acting Inspector of Schools held no conferences.

In the *Western Circle,* conferences have been held each year, both Vernacular and Anglo-Vernacular, at Bassein, Henzada, and Akyab, the three chief centres; and Managers from this circle have attended the conferences of the Central Circle at Prome. The Vernacular conferences have been a great success. The Inspector of Schools says: "It is difficult to exaggerate the enthusiasm on the Vernacular side at Bassein and Henzada. It is found difficult to confine the work to three days' Session of 6 hours each. An important feature is the great and increasing interest taken by monastic Managers and their assistants. Another is the great help afforded by trained girl teachers, who come forward and give model lessons and read papers. Apart from the stimulus, which is provided by these conferences, they are an excellent means of introducing new methods, of illustrating the application of the rules of the Code, and of sounding the opinion of Managers with regard to necessary changes. They promote *esprit-de-corps,* give Managers an increased sense of their own dignity as workers in a very important department of Government, and promote good feeling between them and the officers of the Department."

In the *Central Circle,* conferences have been held regularly since 1897 at Prome, which is centrally situated. Each conference was attended by no less than 200 people engaged in Vernacular education. Teachers from every dis-

trict attended and took part in the model lessons, read papers, and discussed the papers of others, with much enthusiasm. Educational conferences.

In 1901-02 three Vernacular conferences were held, 1 for the Teachers of Rangoon Town at the Teachers' Institute, another for Rangoon Town and the Pegu and Hanthawaddy districts, at St. John's (S. P. G.), Rangoon, and 1 for the Teachers of the other districts at Prome. At the same time, Anglo-Vernacular conferences have been held.

Here, as elsewhere, *pôngyis* of high standing have attended and given much help, and the women-teachers have taken no small share in the work.

CHAPTER XVII.

TEXT-BOOKS AND LIBRARIES.

Reconstitution of the Text-book Committee.

132. Under a Resolution of the Government of India, the Text-book Committee was reconstituted in 1900. The work is now carried on on a new basis. Up to that time, the Committee had dealt with nothing but Burmese; now it deals with English as well, and has two Sub-Committees, one for each department. Text-books and Libraries.

Editor's Office.

133. The Editor's office, which deals, as hitherto, with Burmese only, remains unchanged under Mr. Lonsdale. The record of work done by it is a good one.

The work of the English side of the Committee consists in examining a very large number of books submitted to it, and making a careful selection of those it considers may be placed on the authorized list of text-books for use in the Government, Municipal, and Aided Anglo-Vernacular schools of the province.

Great care has been taken, in making the selection from time to time, not to swell the list unnecessarily.

Work done.

134. The work of the last 12 years has resulted in the province having a complete set of text-books in Burmese. The gain to Vernacular education has been very great. The following books have been either prepared or translated: a complete set of Readers for all standards, Infant to IX inclusive; a Burmese Grammar, a hand-book of Burmese Composition; Burmese Analysis; a complete set of Geographies; a set of Elmentary Science Readers; Arithmetic; Algebra; Euclid; Indian History; English History; History of Burma; a Talaing first Reader; a complete set of text-books for the Teacher's test examinations; a book on Drawing; and two manuals on Drill.

In addition to the above, the Editor's office has reviewed for the Committee, and subsequently prepared for the Press, a large number of books in Burmese bearing on school work, prepared by authors. In this way a complete set of Burmese copy-books, a Kindergarten manual, Arithmetic for Kindergarten classes, a manual of Kindergarten songs, a small treatise on Tonic sol-Fa, and other such books have been published.

Want of maps.

135. The want of a good set of maps and atlases in Burmese is greatly felt. Those that have been prepared leave much to be desired, and the supply is very uncertain. It would be well worth the while of some publishing firm to take this matter up.

Publishers.

136. We have had the greatest assistance from publishers, who have not only been liberal in supplying books for the consideration of the Committee, and for the reference library in the Teachers' Institute, but in giving permission for the translation of their books into Burmese.

A reference to the authorized list of English and of Vernacular books will show what we owe to them.

Officers for special mention.

137. Mr. Lonsdale, the Editor, and Yeo Wun Sin, sub-Editor, have done very good work for Vernacular education in the province. A comparison of what Burmese text-books were in 1889 and what they are now is instructive. I bring Mr. Lonsdale's services strongly before the Government.

CONCLUSION.

Conclusion.

138. I trust that the above will be considered a record of progress during the last two quinquennial periods. Numerically there has been an advance; but there is an advance that no figures can show, and no report can adequately describe.

Progress.

I have no hesitation in saying, that there has been a distinct advance in methods of work, in thoroughness of teaching and of inspection, in organization, in discipline, in the supply of school books, English and Burmese, in furniture, apparatus, school buildings, in sports, and generally in all that goes to make the difference between good and bad organization and instruction.

For this the province is indebted to the Educational staff of all grades, and to the School Managers and Teachers, Government, Municipal, and Aided, who have worked together loyally and keenly for the educational advancement of Burma. Of course, here as elsewhere, we have had to deal with those who were indifferent, and who made the department merely a stepping-stone to something else. We have not been sorry to see them go. In the various annual reports, I have made mention of those who deserved our thanks for good work. In this report, I feel it would be almost invidious to make special mention of any when there are so many who deserve well. Some have been rewarded with public distinction; this has been a distinct encouragement, and has been greatly appreciated. To the native Managers, monastic and lay, this recognition, which has come as something new, has been a great stimulus.

139. I have in previous reports brought to notice the good work done by the office of the Director of Public Instruction, and that of the Inspector of Schools. I can bear personal testimony to the hard, ungrudging work done by those employed in these offices, and to the ready way in which they have responded, when pressure of work has necessitated longer hours, and the sacrifice of holidays.

Offices.

I wish to make special mention of Mr. Kamen, Superintendent, Maung Ne Dun, Head Accountant, Maung Shwe Yoe, Mr. Harris, Maung Pyo Daing, Maung Myaing and Maung Thaw, the last three from the offices of the Inspectors of Schools. By their business habits, punctuality and industry, they have greatly assisted me, and helped to keep up the name of our offices, for prompt and efficient discharge of work.

140. My special thanks are due to the Revd. Dr. Cushing, of the Baptist College, the Right Revd. Bishop Cardot, and Mr. Best, Principal of St. John's (S. P. G.), for much kindly help and advice. I have also to acknowledge much help from U Po Maung, K.S.M., retired Assistant Inspector of Schools, and U Shwe Hmôn, A.T.M., retired Deputy Inspector of Schools.

RANGOON:
The 31st July 1902.

JOHN VANSOMEREN POPE,
Director of Public Instruction, Burma.

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GENERAL TABLE NO. I.—*Abstract Return of Colleges, Schools, and Scholars in Burma for the official year 1901-02.*—(*Vide* paragraphs 10, 12, 15, and 103.)

(For details see General Table III.)

Area and population.			Institutions and scholars.		Public institutions.						
					Collegiate education.		School education, general.		School education, special.		
Total area in square miles.	Number of towns and villages.	Population.			Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of public institutions.
1	2	3	4		5	6	7	8	9	10	11
168,573	Towns 52	Males 4,728,689	Institutions for	Males ...	2	...	330	3,927	6	96	4,361
	Villages 45,955	Females 4,524,186		Females	...	...	39	323	6	12	380
	Total ... 46,007	Total ... 9,252,875		Total ...	2	...	369	4,250	12	108	4,741
			Scholars	Males...	140	...	26,562	97,437	341	1,513	125,993
				Females	8	...	6,077	30,228	159	283	36,755
				Total ...	148	...	32,639	127,665	500	1,796	162,748

Area and population.			Institutions and scholars.		Private institutions.		Grand total.	Percentage of.		Remarks.
Total area in square miles.	Number of towns and villages.	Population.			Advanced.	Elementary.				
1	2	3	4		12	13	14	15		16
168,573	Towns 52	Males 4,728,689	Institutions for	Males...	...	13,470	17,831	Institutions to number of towns and villages ...	39·74	
	Villages 45,955	Females 4,524,186		Females	...	73	453			
	Total ... 46,007	Total ... 9,252,875		Total ...	...	13,543	18,284			
			Scholars ...	Males ...	...	150,125	276,118	Male scholars to male population of school-going age ...	38·9	
				Females	...	3,377	40,132	Female scholars to female population of school-going age ...	5·9	
				Total ...	...	153,502	316,250			

GENERAL TABLE NO. II.—*Abstract Return of Expenditure on*

(For details see

		TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.					
		Collegiate education.		*School education, general.*		*School education, special.*	
		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.
1		2	3	4	5	6	7
1. Institutions for—	Males	Rs. 83,427	Rs. ...	Rs. 6,33,957	Rs. 3,21,935	Rs. 43,205	Rs. 66,644
	Females	...	...	1,28,798	33,454	9,676	13,451
	Total ...	83,427	...	7,62,755	3,55,389	52,881	80,095
2. (*a*)—Percentages of provincial expenditure included in columns 2—17 to total provincial expenditure on public instruction.		7·13	...	21·76	12·96	5·92	6·65
(*b*)—Percentages of local fund expenditure included in columns 2—17 to total local fund expenditure on public instruction.		...	...	16·35	78·32	...	...
(*c*)—Percentages of municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction.		...	...	61·71	26·59	...	0·81
(*d*)—Percentage on total expenditure on columns 2—17 to total expenditure on public instruction.		4·65	...	42·48	19·79	2·94	4·46
3. Average annual cost of educating each pupil in—		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government institutions.	Cost to provincial revenues.	408 12 1	...	26 2 4	150 5 4	134 9 6	56 14 1
	Cost to local and municipal funds.	...	...	...	...	...	...
	Total Cost ...	478 7 4	...	66 0 2	164 2 8	134 9 6	71 11 5
Local fund schools.	Cost to provincial revenues.	...	...	...	...	...	...
	Cost to local funds ...	...	...	...	...	...	...
	Total Cost ...	...	...	...	...	...	...
Municipal schools.	Cost to provincial revenues.	...	...	10 7 3	...	...	...
	Cost to municipal funds	...	...	10 8 10	27 3 10	...	50 0 0
	Total Cost ...	...	...	46 6 4	42 9 2	...	61 12 0
Institutions in native States.	Cost to native State revenues.	...	...	...	...	...	...
	Cost to local and municipal funds.	...	...	...	...	...	...
	Total Cost ...	...	...	...	...	...	...
Aided institutions.	Cost to provincial revenues.	171 6 10	...	4 5 10	0 12 11	85 9 9	11 13 4
	Cost to local and municipal funds.	...	...	3 12 9	1 10 1	...	0 11 3
	Total Cost ...	1,242 13 9	...	20 1 3	2 11 6	101 15 4	24 15 7
Unaided institutions, Total Cost ...		...	...	...	...	...	...
All institutions	Cost to provincial revenues.	386 14 4	...	5 8 4	0 13 5	107 6 5	30 12 2
	Cost to local and municipal funds.	...	...	4 2 6	1 10 5	...	0 11 10
	Total Cost ...	548 13 9	...	23 7 5	2 12 5	116 7 8	44 15 2

Public Instruction in Burma for the official year 1901-02.

General Table IV.)—(*Vide* paragraph 26).

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.									Total expenditure on public instruction.	Remarks.
Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
11,49,168 1,85,379	...	44,756	1,56,969	32,306	1,82,958	8,711	35,415	4,61,115	17,95,662	
13,34,547	...	44,756	1,56,969	32,306	1,82,958	8,711	35,415	4,61,115	17,95,662	
54·42	...	5·43	17·62	3·91	15·36	0·52	2·74	45·58	100	
94·67	...	...	4·93	...	...	...	0·40	5·33	100	
89·11	...	...	0·69	...	7·41	1·07	1·72	10·89	100	
74·32	...	2·49	8·74	1·80	10·19	0·49	1·97	25·68	100	

Rs. A. P.
72 3 1
.....
101 6 0
.....
.....
.....
9 15 0
11 7 8
46 4 10
.....
.....
.....
1 10 11
2 0 4
6 5 3
.....
2 12 1
2 2 2
8 3 4

Percentage of provincial expenditure included in column 17 to total expenditure on public instruction ...	45·90
Percentage of local fund expenditure included in column 17 to total expenditure on public instruction ...	11·93
Percentage of municipal expenditure included in column 17 to total expenditure on public instruction ...	9·02
Percentage of expenditure from fees included in column 17 to total expenditure on public instruction ...	21·93
Percentage of expenditure from all other sources included in column 17 to total expenditure on public instruction.	11·22
Total ...	100·00

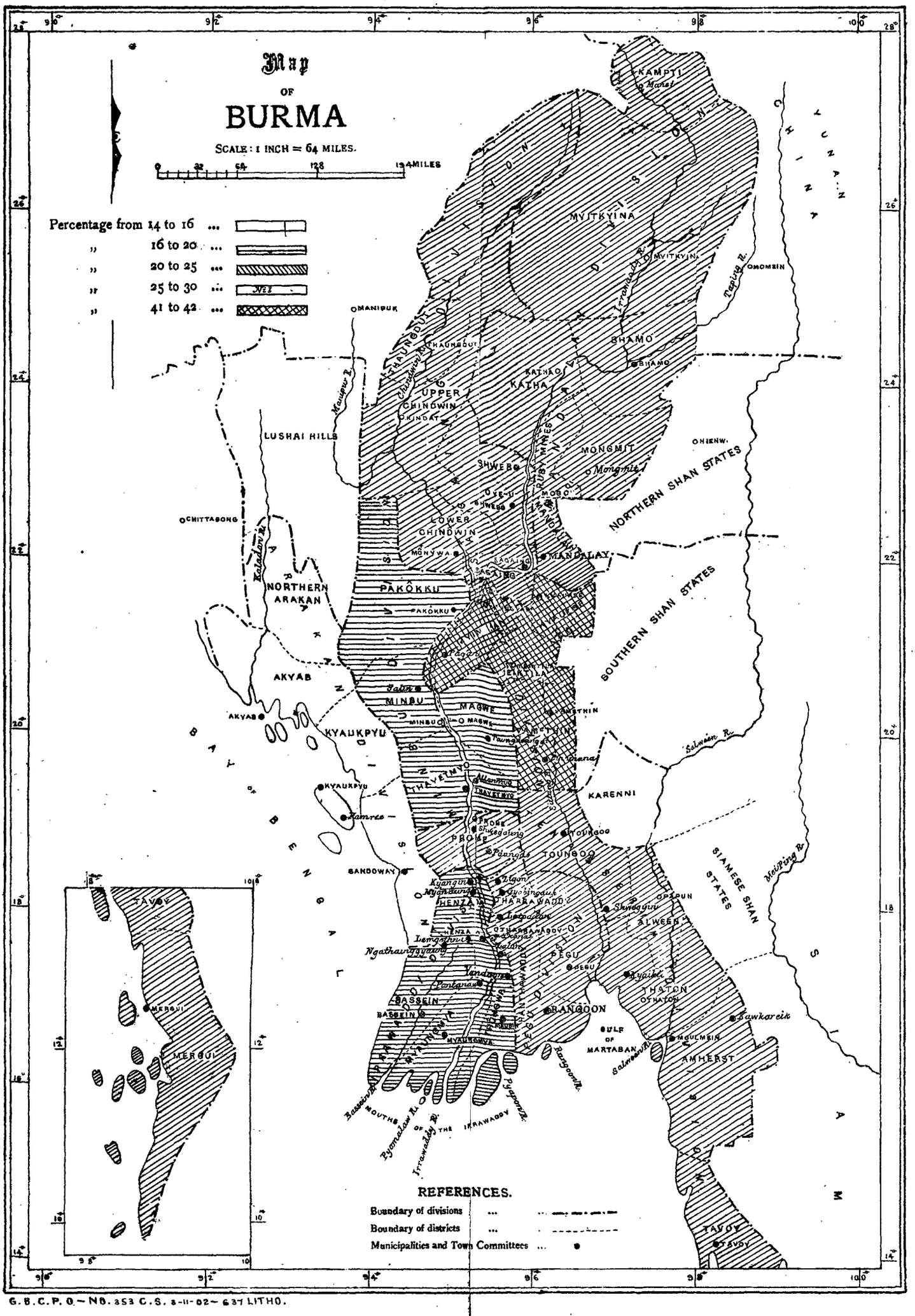
GENERAL TABLE NO. III.—*Return of Colleges, Schools, and Scholars in Burma for the official year* 104, 105, 109, 116.

Class of institution.	Under public management							
	Managed by Government.				*Managed by local funds and municipal boards.*			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.								
English	1	133	138	126	...	...	...	...
Oriental	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...
Total	1	133	138	126	...	...	...	...
SCHOOL EDUCATION—GENERAL.								
Secondary Schools.								
For boys. English	3	1,148	1,073	940	14	2,447	2,330	1,996
For boys. Vernacular	...	...	...	...	...	...	...	...
For girls. English	...	...	...	...	...	...	...	...
For girls. Vernacular	...	...	...	...	...	...	...	...
Total	3	1,148	1,073	940	14	2,447	2,330	1,996
Primary Schools.								
For boys	1	21	24	18	2	118	108	97
For girls	...	...	...	...	...	...	...	...
Total	1	21	24	18	2	118	108	97
SCHOOL EDUCATION—SPECIAL.								
Schools for Special Instruction.								
Training schools for masters	3	229	202	189	...	...	...	...
Training schools for mistresses	...	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...	...
Law schools	1	7	9	7	...	...	...	...
Medical schools	...	...	...	...	...	...	...	...
Engineering and surveying schools	23	636	631	525	...	...	...	...
Technical and Industrial schools	...	...	...	...	...	...	...	...
Commercial schools	...	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...
Reformatory schools	1	94	94	94	...	...	...	...
Other schools	1	22	18	16	1	13	12	10
Total	29	988	954	831	1	13	12	10
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	34	2,290	2,189	1,915	17	2,578	2,450	2,103

1901-02—(*vide* paragraphs 10, 12, 14, 18, 19, 20, 22, 39, 41, 54, 56, 69, 71, 84, 85, 96, 99, 100, 101, and 123.)

PUBLIC INSTITUTIONS

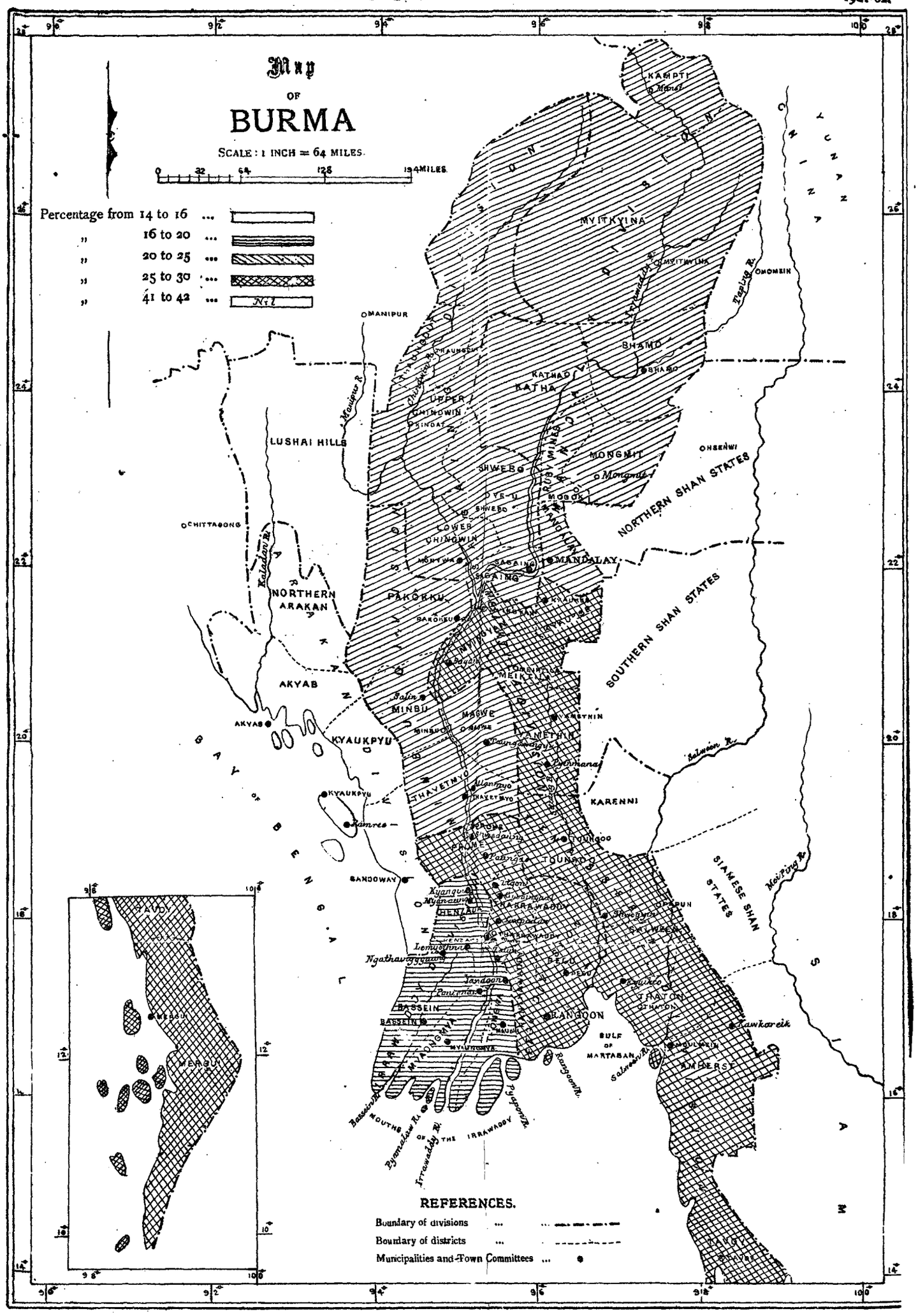
Maintained by Native States.				Under private management.							
				Aided by Government or, by local fund or municipal boards.				*Unaided.*			
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	1	15	14	13	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	15	14	13	...	...	...	...
...	...	...	...	59	9,726	9,751	8,233	...	...	...	...
...	...	...	...	254	16,013	16,013	16,013	...	...	...	...
...	...	...	...	18	2,058	2,066	1,823	...	...	...	...
...	...	...	...	21	1,247	1,247	1,247	...	...	...	...
...	...	...	...	352	29,044	29,077	27,316	...	...	...	...
...	...	...	...	3,924	116,700	116,732	116,550	...	...	...	...
...	...	...	...	323	10,826	10,835	10,808	...	...	...	...
...	...	...	...	4,247	127,526	127,567	127,358	...	...	...	...
...	...	...	...	3	160	160	145	...	...	...	...
...	...	...	...	6	111	92	86	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4	83	91	89	...	...	...	...
...	...	...	...	2	29	14	11	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	75	912	913	927	...	...	...	...
...	...	...	...	90	1,295	1,270	1,258	...	...	...	...
...	...	...	...	4,690	157,880	157,928	155,945	...	...	...	...

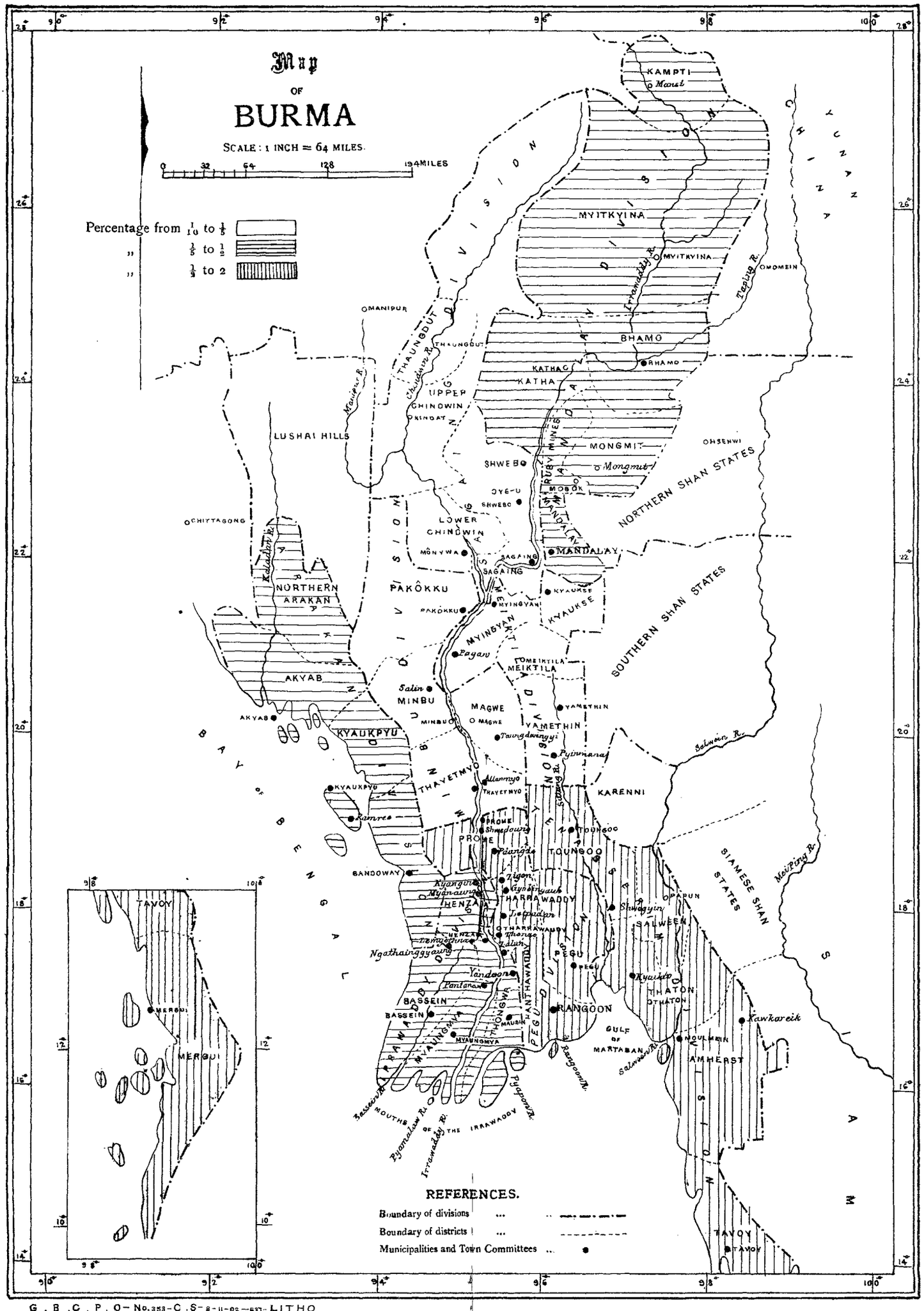


G.B.C.P.O.—No. 353 C.S. 8-11-02—637 LITHO.

to total popu·lation of school-going age.

1901-02.





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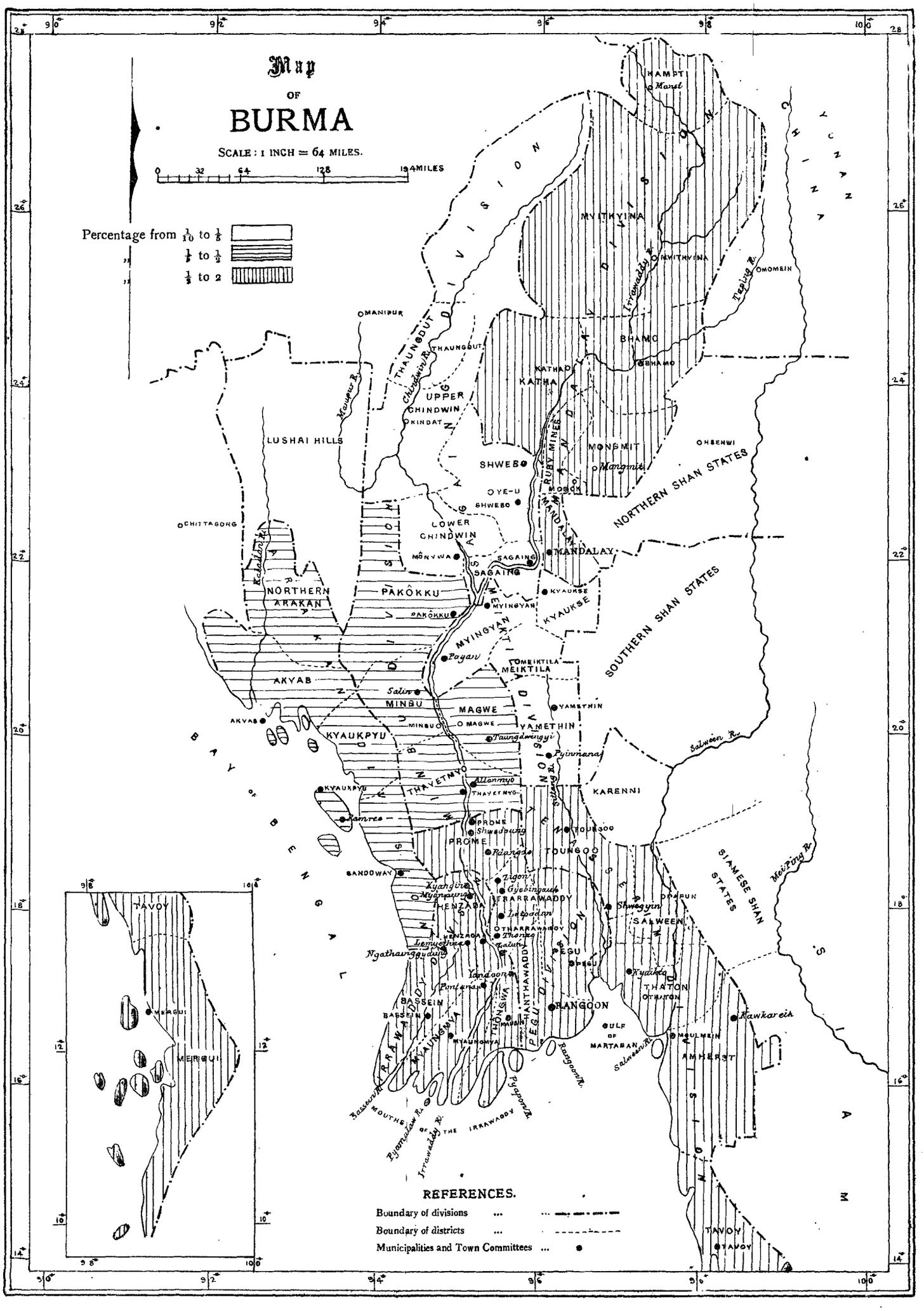
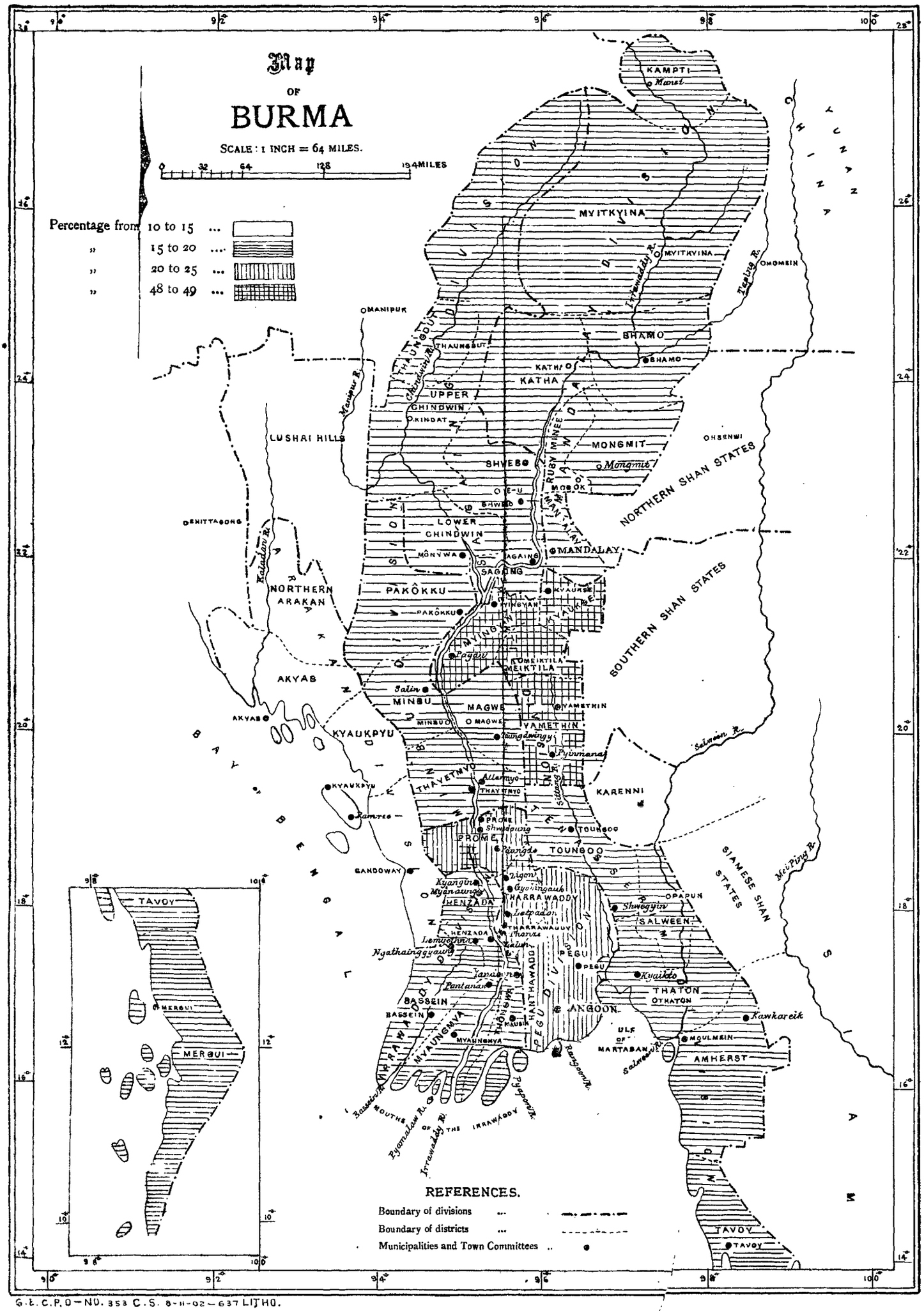
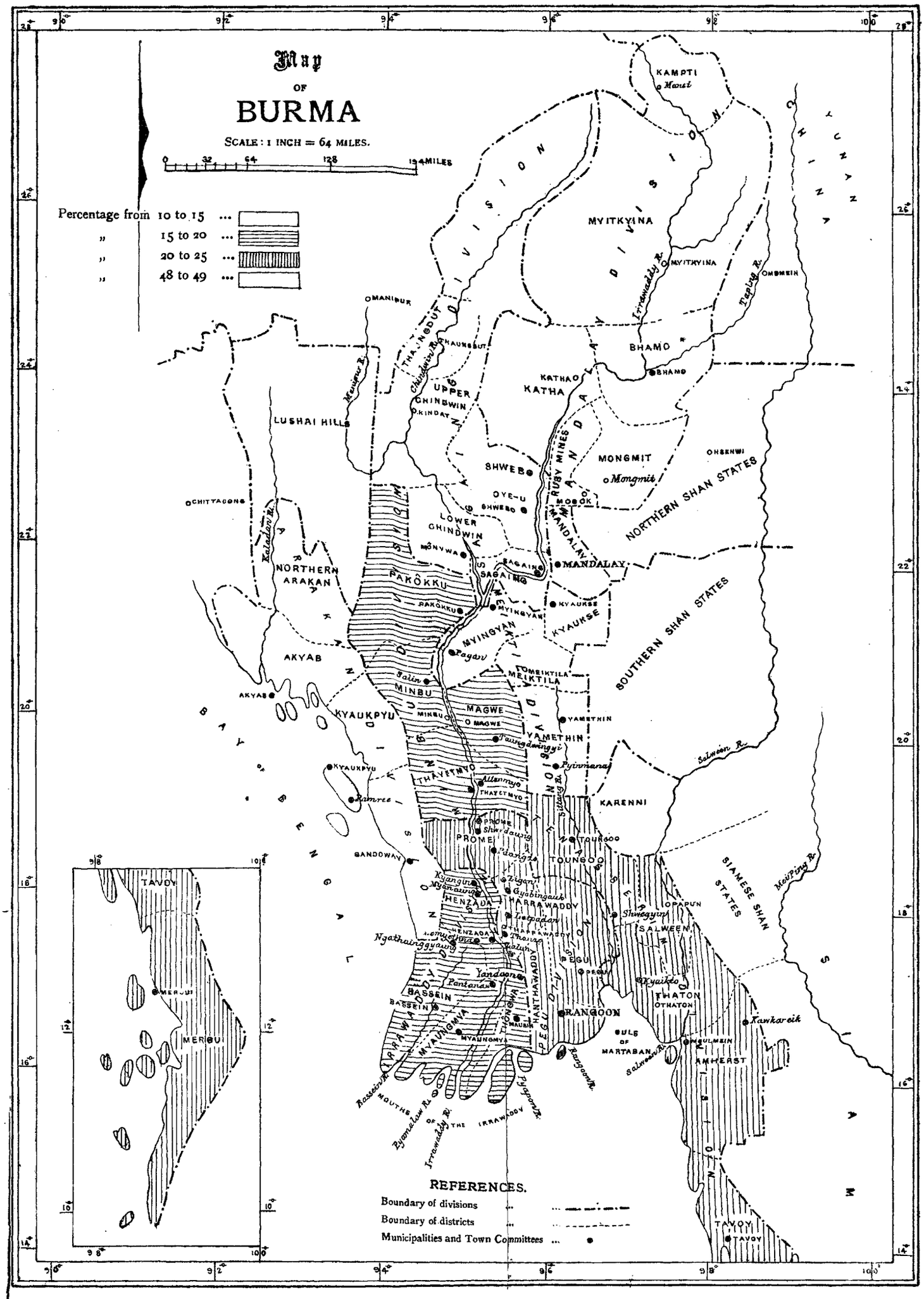

Map
OF
BURMA
SCALE: 1 INCH = 64 MILES.
0 32 64 128 194 MILES
Percentage from 1/10 to 1/5
" 1/5 to 1/3
" 1/3 to 2
KAMPTI
Maral
MYITKYINA DIVISION
MYITKYINA
Irrawaddy R.
Nmai R.
OMOMEIN
OMANIPUR
THAUNGDUT
Chindwin R.
THAUNGDUT DIVISION
BHAMO
KATHA
UPPER CHINDWIN
KINDAT
Mouree R.
LUSHAI HILLS
SHWEBO
MONYWA
SAGAING
MANDALAY
RUBY MINES
MOGOK
MONGMIT
Mangmit
OHSENWI
NORTHERN SHAN STATES
OYE-U
SHWEBO DIVISION
LOWER CHINDWIN
MANDALAY DIVISION
CHITTAGONG
Kaladan R.
NORTHERN ARAKAN
PAKÔKKU
PAKÔKKU DIVISION
KYAUKSE
MYINGYAN
MYINGYAN DIVISION
Payagi
MEIKTILA
SOUTHERN SHAN STATES
AKYAB
Salin
MINBU
MAGWE
YAMETHIN
AKYAB DIVISION
KYAUKPYU
Taungdwingyi
Pyinmana
Salween R.
THAYETMYO
Allanmyo
KARENNI
Kamree
PROME
Shwedaung
TOUNGOO
Rangoon
SANDOWAY
Kyangin
Zigon
Gyobingauk
THARRAWADDY
Legadan
SIAMESE SHAN STATES
Mei Ping R.
HENZADA
Myanaung
Shweggyin
SALWEEN
Lemyethna
Ngathayaung
PEGU
Kyaikto
THATON
Kawkareik
BASSEIN
RANGOON
GULF OF MARTABAN
MOULMEIN
AMHERST
Rangoon R.
Pegu R.
Bassein R.
Pyapon R.
MOUTHS OF THE IRRAWADDY
TAVOY
MERGUI
REFERENCES.
Boundary of divisions ... ...
Boundary of districts ... ...
Municipalities and Town Committees ...

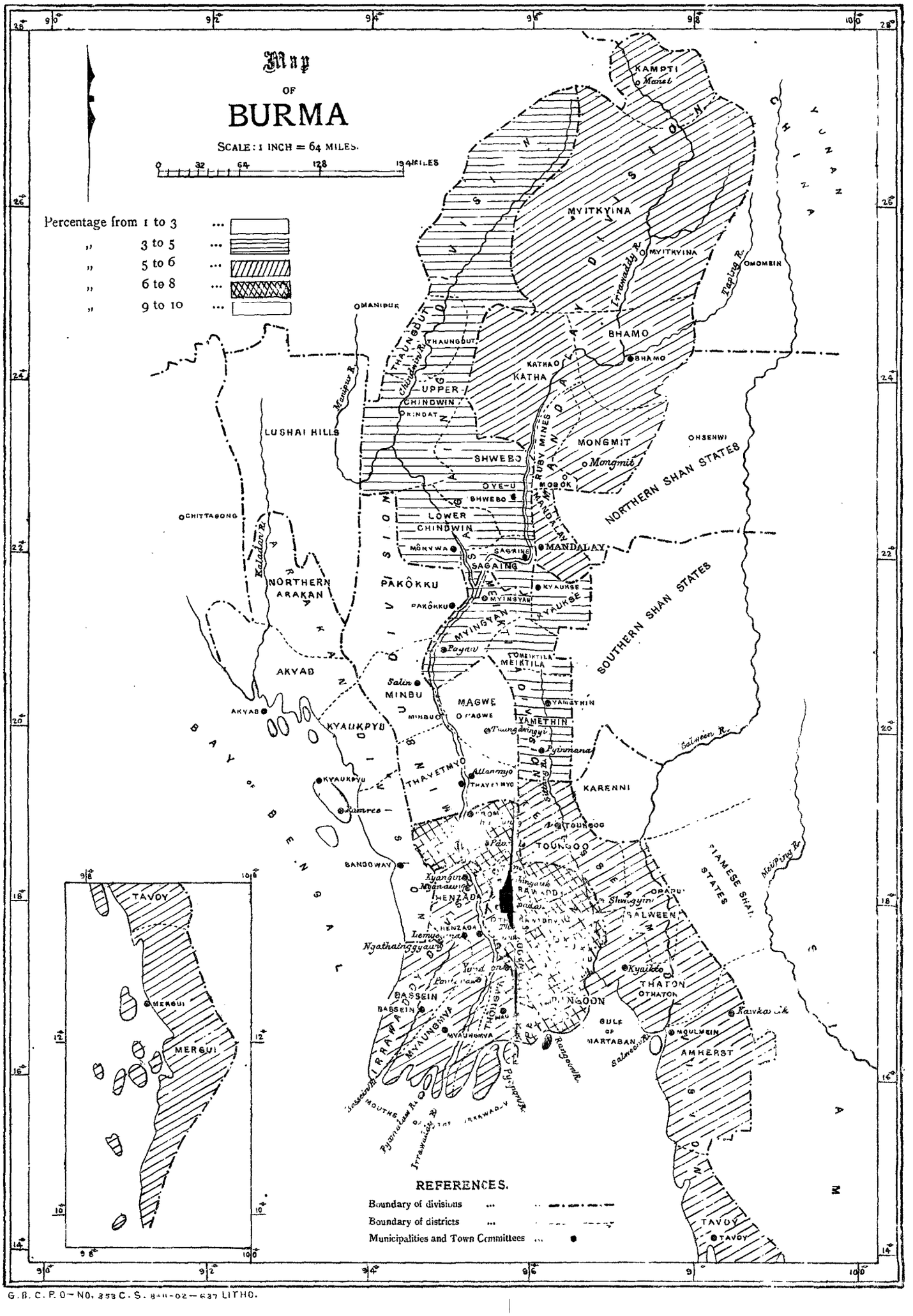
Burma showing the percentage of boys in the Primary stage

1896-97.



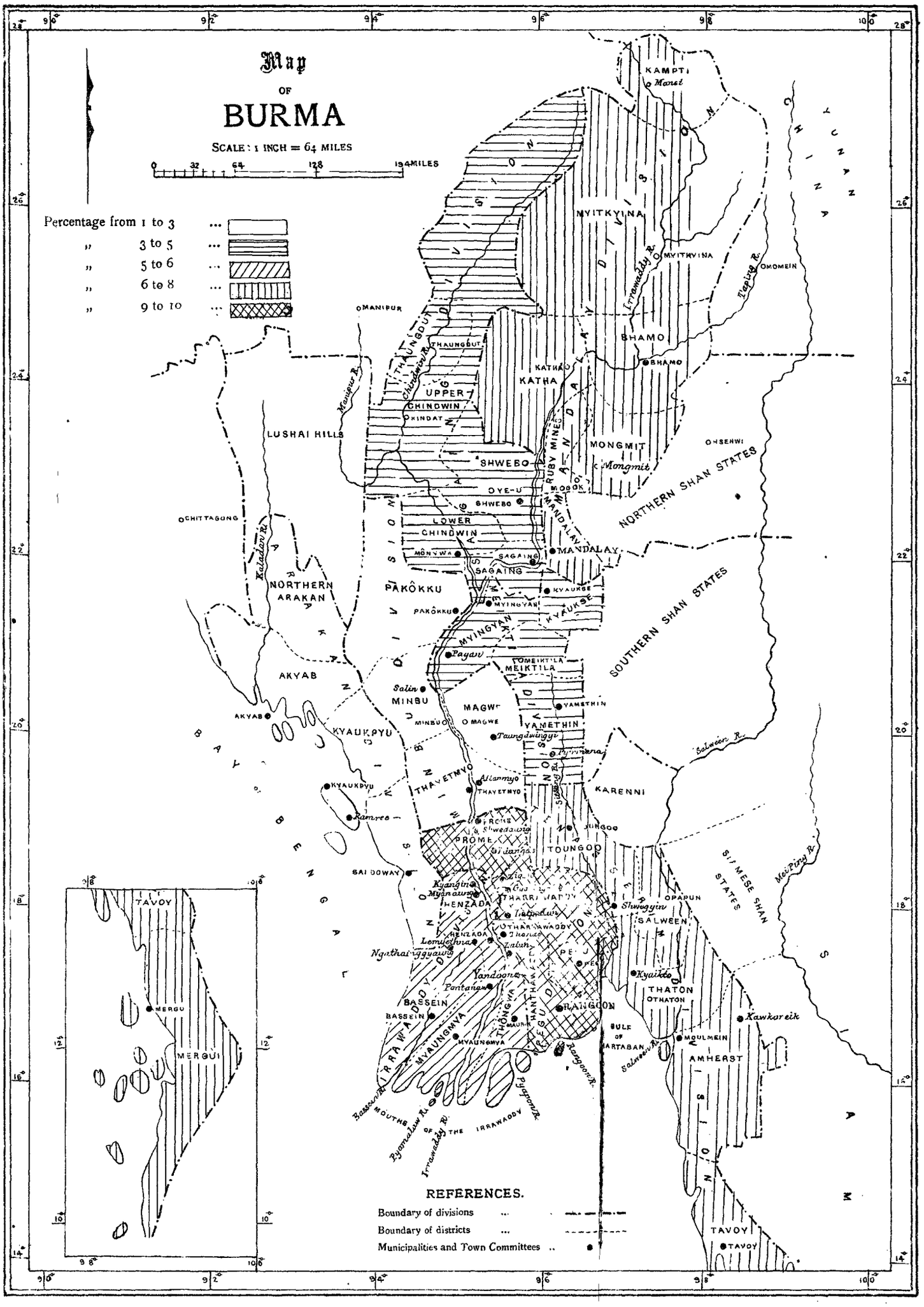
G.I.C.P.O—NO. 353 C.S. 8-11-02—637 LITHO.


Map
OF
BURMA
SCALE: 1 INCH = 64 MILES.
0 32 64 128 194 MILES
Percentage from 10 to 15 ...
" 15 to 20 ...
" 20 to 25 ...
" 48 to 49 ...
KAMPTI
MYITKYINA
BHAMO
KATHA
UPPER CHINDWIN
LUSHAI HILLS
SHWEBO
MONGMIT
NORTHERN SHAN STATES
MANDALAY
SOUTHERN SHAN STATES
NORTHERN ARAKAN
PAKÔKKU
MYINGYAN
KYAUKSE
AKYAB
MINBU
MAGWE
YAMETHIN
MEIKTILA
KYAUKPYU
THAYETMYO
PROME
KARENNI
TOUNGOO
SANDOWAY
HENZADA
THARRAWADDY
SALWEEN
SIAMESE SHAN STATES
BASSEIN
PEGU
THATON
RANGOON
AMHERST
MERGUI
TAVOY
BAY OF BENGAL
REFERENCES.
Boundary of divisions
Boundary of districts
Municipalities and Town Committees



G. B. C. P. O—No. 353 C. S. 8-11-02—637 LITHO.

the total female population of school-going age.



GENERAL TABLE No. III.—*Return of Colleges, Schools, and Scholars*

Class of institution.			Grand total of public institutions.	Grand total of scholars on the 31st March.	Number of scholars on the 31st March learning		
					English.	A classical language.	A vernacular language.
1			22	23	24	25	26
Arts Colleges.							
Collegiate Education.	English		2	148	148	120	...
	Oriental		...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
	Law		...	...	...	...	...
	Medicine		...	...	...	...	...
	Engineering		...	...	...	...	...
	Teaching		...	...	...	...	...
	Agriculture		...	...	...	...	...
		Total	2	148	148	120	...
Secondary Schools.							
School Education—General.	For boys	English	76	13,321	13,321	1,595	11,726
		Vernacular	254	16,013	...	6,899	16,013
	For girls	English	18	2,058	2,058	502	1,556
		Vernacular	21	1,247	...	202	1,247
		Total	369	32,639	15,379	9,198	30,542
Primary Schools.							
	For boys		3,927	116,839	1,306	48,328	114,182
	For girls		323	10,826	113	3,925	10,531
		Total	4,250	127,665	1,419	52,253	124,713
Schools for Special Instruction.							
School Education—Special.	Training schools for masters		6	389	132	...	389
	Training schools for mistresses		6	111	25	...	86
	Schools of art		...	...	...	...	...
	Law schools		1	7	7	...	...
	Medical schools		...	...	...	...	...
	Engineering and surveying schools		23	636	85	...	551
	Technical and Industrial schools		4	83	83	...	68
	Commercial schools		2	29	29	...	...
	Agricultural schools		...	...	...	...	...
	Reformatory schools		1	94	...	...	94
	Other schools		77	947	423	496	213
		Total	120	2,296	784	496	1,401
Total of Colleges and Schools of Public Instruction			4,741	162,748	17,730	62,067	156,656
Private institutions	1. Advanced teaching— (*a*) Arabic or Persian		...	...	...	...	...
	(*b*) Sanscrit		...	...	...	...	...
	(*c*) Any other Oriental classic		...	...	...	...	...
	2. Elementary, teaching a vernacular only or mainly.	For boys	13,227	147,902	...	77,915	147,902
		For girls	73	1,035	...	538	1,035
	3. Elementary, teaching the Koran.	For boys	217	4,094	...	4,086	8
		For girls	...	...	...	...	...
	4. Other schools not conforming to departmental standards.	For boys	26	471	169	302	169
		For girls	...	...	...	...	...
		Total	13,543	153,502	169	82,841	149,114
	Grand Total		18,284	316,250	17,899	144,908	305,770

in Burma for the official year 1901-02—concluded.

Classification of scholars on the 31st March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	*Hindus.* Brahman.	*Hindus.* Non-Brahman.	Mahomedans.	Buddhists.	Parsis.	Others.		
27	28	29	30	31	32	33	34	35	36
24	14	...	6	4	99	1	...	8	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
24	14	...	6	4	99	1	...	8	...
1,133	1,787	45	1,050	938	8,337	31	...	821	...
2	1,014	...	36	442	14,459	...	60	3,035	...
1,315	130	...	4	9	588	12	...	...	655
1	407	...	6	24	809	...	...	...	429
2,451	3,338	45	1,096	1,413	24,193	43	60	3,856	1,084
61	7,065	365	1,118	2,384	105,773	1	72	23,334	...
121	608	1	130	236	972	...	3	...	3,932
182	7,673	366	1,248	2,620	115,500	1	75	23,334	3,932
29	169	...	...	2	189	...	...	48	...
25	26	...	...	...	60	...	...	...	...
...	...	...	...	...	...	...	...	...	...
1	...	...	1	...	5	...	...	...	...
...	...	...	...	...	...	...	...	...	...
35	3	...	1	8	588	1	...	...	...
15	45	...	...	...	23	...	...	6	...
4	6	1	1	1	16	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	11	10	73	...	...	...	...
259	70	1	21	6	586	4	...	58	134
368	319	2	35	27	1,540	5	...	112	134
3,025	11,344	413	2,385	4,064	141,332	50	135	27,310	5,150
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	97	49	15	147,741	...	...	1,818	...
...	...	...	25	1	1,009	...	...	...	301
...	...	...	...	4,094	...	...	...	816	...
...	...	...	...	...	...	...	...	...	...
...	...	...	234	19	218	...	...	9	...
...	...	...	...	...	...	...	...	...	...
...	...	97	308	4,129	148,968	...	...	2,643	301
3,025	11,344	510	2,693	8,193	290,300	50	135	29,953	5,451

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March classified according to sex, race and creed*—(*vide* paragraph 21).

	NUMBER OF SCHOLARS ON 31ST MARCH CLASSIFIED ACCORDING TO SEX, RACE OR CREED.							
	Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
1	2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.								
Arts Colleges.								
English ... ... Male ...	18	13	...	6	4	99	...	...
Female ...	6	1	...	...	...	...	1	...
Oriental... ... ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.								
Law ... ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
Medicine ... ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
Engineering ... ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
Teaching ... ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
Agriculture ... ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
Total ...	24	14	...	6	4	99	1	...
SCHOOL EDUCATION—GENERAL.								
Secondary Schools.								
For boys—								
High schools ... ... Male ...	932	422	16	99	393	3,878	28	...
Female ...	4	17	...	...	...	122	...	...
Middle schools—								...
English ... ... Male ...	139	1,037	29	907	540	4,078	2	...
Female ...	58	311	...	44	5	259	1	...
Vernacular ... ... Male ...	2	695	...	33	373	11,815	...	60
Female ...	...	319	...	3	69	2,644	...	...
For girls—								
High schools ... ... Male ...	180	19	...	3	1	127	1	...
Female ...	743	50	...	1	1	142	7	...
Middle schools—								
English ... ... Male ...	170	1	...	...	3	150	...	...
Female ...	222	60	...	...	4	169	4	...
Vernacular ... ... Male ...	...	87	...	...	15	327	...	...
Female ...	1	320	...	6	9	482	...	...
Total ...	2,451	3,338	45	1,096	1,413	24,193	43	60
Primary schools—								
For boys ... ... Male ...	32	4,310	316	1,022	2,016	85,736	1	72
Female ...	29	2,755	49	96	368	20,037	...	...
For girls ... ... Male ...	20	187	...	26	109	3,590	...	...
Female ...	101	421	1	104	127	6,137	...	3
Total ...	182	7,673	366	1,248	2,620	115,500	1	75
SCHOOL EDUCATION—SPECIAL.								
Schools for Special Instruction.								
Training schools ... Male ...	29	169	...	...	2	189	...	...
Female ...	25	26	...	...	...	60	...	...
Carried over ...	54	195	...	...	2	249	...	...

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March classified according to sex, race and creed*—concluded.

	NUMBER OF SCHOLARS ON 31ST MARCH CLASSIFIED ACCORDING TO SEX, RACE OR CREED.							
			Hindus.					
	Europians and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
1	2	3	4	5	6	7	8	9
Brought forward ...	54	195	...	...	2	249	...	...
Schools for Special Instruction.								
Schools of art ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
Law schools ... Male ...	1	...	...	1	...	5	...	...
Female ...	...	...	...	...	...	...	...	...
Medical schools ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
Engineering and Surveying schools. Male ...	35	3	...	1	8	588	1	...
Female ...	...	...	...	...	...	...	...	...
Industrial schools... Male ...	...	39	...	11	10	80	...	...
Female ...	15	6	...	...	...	16	...	...
Other schools ... Male ...	135	38	2	15	3	534	3	...
Female ...	128	38	...	7	4	68	1	...
Total ...	368	319	2	35	27	1,540	5	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	3,025	11,344	413	2,385	4,064	141,332	50	135
Private Institutions.								
(1) Advanced teaching—								
(*a*) Arabic or Persian ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
(*b*) Sanscrit ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
(*c*) Any other oriental classic. Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
(2) Elementary, Teaching a Vernacular only or mainly—								
For boys ... Male ...	...	...	97	49	14	145,924	...	...
Female ...	...	...	...	...	1	1,817	...	...
For girls ... Male ...	...	...	...	10	1	290	...	...
Female ...	...	...	...	15	...	719	...	...
(3) Elementary, teaching the Koran only—								
For boys ... Male ...	...	...	...	...	3,278	...	...	...
Female ...	...	...	...	...	816	...	...	...
For girls ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
(4) Other schools not conforming to department alstandards—								
For boys ... Male ...	...	...	...	227	19	216	...	...
Female ...	...	...	...	7	...	2	...	...
For girls ... Male ...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...
Total ...	...	...	97	308	4,129	148,968	...	...
GRAND TOTAL ...	3,025	11,344	510	2,693	8,193	290,300	50	135

GENERAL TABLE NO. IV.—*Return of Expenditure on Public Instruction in Burma for the official year*

Objects of expenditure.	Managed by Government.						
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.			Rs.			Rs.
COLLEGIATE EDUCATION.							
Arts Colleges.							
English	56,408	...	...	9,619	...	...	66,027
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total ...	56,408	...		9,619	...	...	66,027
SCHOOL EDUCATION—GENERAL.							
Secondary Schools.							
For boys ... English	28,052	...	...	42,777	...	...	70,829
For boys ... Vernacular	...	...	...	...	...	...	...
For girls ... English	...	...	...	...	...	...	...
For girls ... Vernacular	...	...	...	...	...	...	...
Total ...	28,052	...	...	42,777	...	...	70,829
Primary Schools.							
For boys	3,608	...	...	332	...	...	3,940
For girls	...	...	...	...	...	...	...
Total ...	3,608	...	...	332	...	...	3,940
SCHOOL EDUCATION—SPECIAL.							
Schools for Special Instruction.							
Training schools for masters	27,188	...	...	...	...	...	27,188
Training schools for mistresses	...	...	...	...	...	...	...
Schools of art	...	...	...	...	...	...	...
Law schools	1,980	...	...	1,620	...	...	3,600
Medical schools	...	...	...	...	...	...	...
Engineering and surveying schools	32,554	...	...	9,396	...	...	41,950
Technical and Industrial schools	...	...	...	...	...	...	...
Commercial schools	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...
Reformatory Schools	7,482	...	...	...	...	...	7,482
Other schools	756	...	...	141	...	...	897
Total ...	69,960	...	...	11,157	...	...	81,117
Buildings	90,835	...	...	...	...	...	90,835
Furniture and apparatus (special grants only)	2,733	...	...	...	...	...	2,733
Total ...	93,568	...	...	...	...	...	93,568
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN							
Arts colleges	...	...	...	...	...	...	...
Medical colleges	...	...	...	...	...	...	...
Other professional colleges	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...
Medical schools	...	...	...	...	...	...	...
Technical and industrial schools	...	...	...	...	...	...	...
Other special schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION ...	2,51,596	...	...	63,885	...	...	3,15,481

1901-02—(*Vide* paragraphs 23, 35, 42, 43, 63, 64, 66, 67, 68, 75, 76, 77, 86, 87, 97, 98, 107 and 115.)

PUBLIC INSTITUTIONS

UNDER PUBLIC MANAGEMENT

Managed by local fund and municipal boards.							*Managed by Native States.*						
Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local funds in Native States.	Municipal funds raised in native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
24,350	1,500	23,081	59,160	...	9	1,08,100	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
24,350	1,500	23,081	59,160	...	9	1,08,100	...	...	...	...	...	...	...
...	...	2,942	1,656	...	...	4,598	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2,942	1,656	...	...	4,598	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	600	141	...	...	741	...	...	...	...	...	...	...
...	...	600	141	...	...	741	...	...	...	...	...	...	...
...	...	3,499	...	...	...	3,499	...	...	...	...	...	...	...
...	...	500	...	...	...	500	...	...	...	...	...	...	...
...	...	3,999	...	...	...	3,999	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
24,350	1,500	30,622	60,957	...	9	1,17,438	...	...	...	...	...	...	...

GENERAL TABLE NO. IV.—*Return of Expenditure on Public Instruction in*

Objects of expenditure.	PUBLIC INSTITUTIONS — UNDER PRIVATE MANAGEMENT — *Aided by Government or by local funds or municipal boards.*						
	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	23	24	25	26	27	28	29
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
COLLEGIATE EDUCATION. English	2,400	...	...	362	...	14,638	17,400
COLLEGIATE EDUCATION. Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
COLLEGIATE EDUCATION. Law	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Medicine	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Engineering	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Teaching	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Agriculture	...	...	...	...	...	...	...
Total	2,400	...	...	362	...	14,638	17,400
Secondary Schools.							
SCHOOL EDUCATION—GENERAL. For boys — English	75,419	572	49,407	1,83,466	17,074	63,873	3,89,811
SCHOOL EDUCATION—GENERAL. For boys — Vernacular	16,439	30,951	17,827	...	...	...	65,217
SCHOOL EDUCATION—GENERAL. For girls — English	29,002	1,582	8,710	58,301	2,458	21,305	1,21,358
SCHOOL EDUCATION—GENERAL. For girls — Vernacular	6,098	430	912	...	...	...	7,440
Total	1,26,958	33,535	76,856	2,41,767	19,532	85,178	5,83,826
Primary Schools.							
SCHOOL EDUCATION—GENERAL. For boys	89,524	1,60,549	36,581	18,653	4,875	3,215	3,13,397
SCHOOL EDUCATION—GENERAL. For girls	13,731	7,311	3,547	2,312	3,439	3,114	33,454
Total	1,03,255	1,67,860	40,128	20,965	8,314	6,329	3,46,851
Schools for Special Instruction.							
SCHOOL EDUCATION—SPECIAL. Training schools for masters	11,897	...	...	...	...	4,120	16,017
SCHOOL EDUCATION—SPECIAL. Training schools for mistresses	9,676	...	...	...	...	...	9,676
SCHOOL EDUCATION—SPECIAL. Schools of art	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. Law schools	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. Medical schools	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. Engineering and surveying schools	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. Technical and Industrial schools	526	...	275	...	...	5,516	6,317
SCHOOL EDUCATION—SPECIAL. Commercial schools	...	...	...	188	...	...	188
SCHOOL EDUCATION—SPECIAL. Agricultural schools	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. Reformatory schools	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. Other schools	11,520	...	440	5,587	186	1,187	18,920
Total	33,619	...	715	5,775	186	10,823	51,118
Buildings	35,812	...	8,500	...	...	44,312	88,624
Furniture and apparatus (special grants only).	1,500	...	1,239	...	...	2,739	5,478
Total	37,312	...	9,739	...	...	47,051	94,102
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Medical colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Other professional colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Secondary schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Primary schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Medical schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Technical and Industrial schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Other special schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	3,03,544	2,01,395	1,27,438	2,68,869	28,032	1,64,019	10,93,297

(*a*) Rs. 190, (*b*) Rs. 275, (*c*) Rs. 2,138 and (*d*) Rs. 2,600 represent the cost of American Baptist Mission Bghai-Karen School, Toungoo, and Roman Catholic Mission St. Joseph's Chinese School, Mandalay, the balance under each head is the cost of girls' schools.

(*e*) Rs. 50,080, (*f*) Rs. 875, (*g*) Rs. 12,369.

Burma for the official year 1901-02—concluded.

Unaided.				Total expenditure from						
								All other Sources.		
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues	Local funds.	Municipal funds.	Fees.	Private.	Public.	Total.
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	58,808	...	...	9,981	14,638	...	83,427
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	58,808	...	...	9,981	14,638	...	83,427
...	...	...	...	1,27,821	2,072	72,488	2,85,403	80,956	...	5,68,740
...	...	...	...	16,439	30,951	17,827	...	...	...	65,217
...	...	...	...	29,002	1,582	8,710	58,301	23,763	...	1,21,358
...	...	...	...	6,098	430	912	...	...	...	7,440
...	...	...	...	1,79,360	35,035	99,937	3,43,704	1,04,719	...	7,62,755
...	...	...	...	93,132	1,60,549	39,523	20,641	8,090	...	3,21,935
...	...	...	...	13,731	7,311	3, 547	2,312	6,553	...	33,454
...	...	...	...	1,06,863	1,67,860	43,070	22,953	14,643	...	3,55,389
...	...	...	...	39,085	...	...	...	4,120	...	43,205
...	...	...	...	9,676	...	...	...	...	...	9,676
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,980	...	...	1,620	...	...	3,600
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	32,554	...	...	9,396	...	...	41,950
...	...	...	...	(*a*) 526	...	(*b*) 275	...	(*c*) 5,516	...	(*d*) 6,317
...	...	...	...	...	...	...	188	...	...	188
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	7,482	...	...	...	...	...	(*i*) 7,482
...	...	...	...	(*e*) 12,276	...	(*f*) 1,040	(*g*) 5,869	(*h*) 1,373	...	20,558
...	...	...	...	1,03,579	...	1,315	17,073	11,009	...	1,32,976
...	...	...	...	1,26,647	...	11,999	...	44,312	...	1,82,958
...	...	...	...	4,233	...	1,739	...	2,739	...	8,711
...	...	...	...	1,30,880	...	13,738	...	47,051	...	1,91,669
...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	44,756	...	...	...	...	...	44,756
...	...	...	...	1,45,277	10,568	1,124	...	...	...	1,56,969
...	...	...	...	7,462	...	...	...	75	...	7,537
...	...	...	...	2,640	...	...	...	...	...	2,640
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	6,549	...	...	...	...	...	6,549
...	...	...	...	227	...	...	...	...	...	227
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	15,316	...	...	...	37	...	15,353
...	...	...	...	22,571	851	2,770	...	9,223	...	35,415
...	...	...	...	2,44,798	11,419	3,894	...	9,335	...	2,69,446
...	...	...	...	8,24,288	2,14,314	1,61,954	3,93,711	2,01,395	...	17,95,662

(*h*) Rupees 3,320 and (*i*) Rs. 66,644 represent the cost of Baptist College, Rangoon, St. John's College, Rangoon, American Baptist Mission Tamil and Telugu School, 73, Dalhousie street, Rangoon, American Baptist Mission Pwo-Karen School, Bassein, American Baptist Mission Burmese School, Bassein, Municipal High School, Bassein, American Baptist Mission Bghai-Karen School, Toungoo, American Baptist Mission, Paku, Toungoo Karen School, Government High School, Moulmein. The balance under each head is the cost of Kindergarten Department attached to girls' schools.

GENERAL TABLE NO. V.—*Return of the Stages of Instruction of Pupils in Public Schools for*

Class of school.			Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE — Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage but have not passed the Matriculation Examination.			MIDDLE STAGE — Comprising all pupils who have passed beyond the Upper Primary stage but have not passed beyond the Lower Secondary (Middle) stage.		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS—										
For boys	Government	English	3	1,148	270	2	272	361	...	361
		Vernacular	...	...	...	...	...	...	...	...
	Local fund	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	14	2,447	123	1	124	740	...	740
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	59	9,726	356	1	357	2,502	131	2,633
		Vernacular	254	16,013	...	...	...	1,292	65	1,357
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		330	29,334	749	4	753	4,895	196	5,091
For girls	Government	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Local fund	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	18	2,058	2	81	83	50	335	385
		Vernacular	21	1,247	...	...	...	43	119	162
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		39	3,305	2	81	83	93	454	547
Total Secondary Schools			369	32,639	751	85	836	4,988	650	5,638
PRIMARY SCHOOLS—										
For boys	Government		1	21	...	...	...	...	...	...
	Local fund		...	...	...	...	...	...	...	...
	Municipal		2	118	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		3,924	116,700	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
	Total		3,927	116,839	...	...	...	...	...	...
For girls	Government		...	...	...	...	...	...	...	...
	Local fund		...	...	...	...	...	...	...	...
	Municipal		...	...	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		323	10,826	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
	Total		323	10,826	...	...	...	...	...	...
Total Primary Schools			4,250	127,665	...	...	...	...	...	...
GRAND TOTAL			4,619	160,304	751	85	836	4,988	650	5,638

General Education in Burma for the official year 1901-02 (*Vide* paragraphs 19, 55, 70 and 102).

UPPER PRIMARY STAGE			LOWER PRIMARY STAGE						Total.		
Comprising all pupils who have passed beyond the Lower Primary stage but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			*Not reading printed books.*					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
308	...	308	201	6	207	...	...	...	1,140	8	1,148
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
809	...	809	774	...	774	...	...	...	2,446	1	2,447
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
2,882	289	3,171	3,174	391	3,565	...	...	...	8,914	812	9,726
3,173	355	3,528	8,513	2,615	11,128	...	...	...	12,978	3,035	16,013
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
7,172	644	7,816	12,662	3,012	15,674	...	...	...	25,478	3,856	29,334
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
156	405	561	447	582	1,029	...	...	...	655	1,403	2,058
94	174	268	292	525	817	...	...	...	429	818	1,247
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
250	579	829	739	1,107	1,846	...	...	...	1,084	2,221	3,305
7,422	1,223	8,645	13,401	4,119	17,520	...	...	...	26,562	6,077	32,639
...	...	...	21	...	21	...	...	...	21	...	21
...	...	...	...	...	...	...	...	...	...	...	...
34	1	35	83	...	83	...	...	...	117	1	118
...	...	...	...	...	...	...	...	...	...	...	...
7,414	1,335	8,749	85,953	21,998	107,951	...	...	...	93,367	23,333	116,700
...	...	...	...	...	...	...	...	...	...	...	...
7,448	1,336	8,784	86,057	21,998	108,055	...	...	...	93,505	23,334	116,839
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
351	396	747	3,581	6,498	10,079	...	...	...	3,932	6,894	10,826
...	...	...	...	...	...	...	...	...	...	...	...
351	396	747	3,581	6,498	10,079	...	...	...	3,932	6,894	10,826
7,799	1,732	9,531	89,638	28,496	118,134	...	...	...	97,437	30,228	127,665
15,221	2,955	18,176	103,039	32,615	135,654	...	...	...	123,9 99	36,305	160,304

GENERAL TABLE NO. VI.—*Return showing the results of prescribed*

Nature of examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES—									
1. Master of Arts	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts	1	...	...	1	17	...	...	...	17
3. B. Sc.	...	...	...	...	...	...	...	...	...
4. First B. A.	...	...	...	...	...	...	...	...	...
4. First B Sc.	...	...	...	...	...	...	...	...	...
4. First Arts	1	1	...	2	56	8	...	...	64
4. Previous examination	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES—									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...
3. Honours in Arabic	...	...	...	...	...	...	...	...	...
3. Honours in Persian	...	...	...	...	...	...	...	...	...
3. Honours in Urdu	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
4. High Proficiency in Arabic	...	...	...	...	...	...	...	...	...
4. High Proficiency in Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Urdu	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
5. Proficiency in Arabic	...	...	...	...	...	...	...	...	...
5. Proficiency in Persian	...	...	...	...	...	...	...	...	...
5. Proficiency in Urdu	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING—									
Law—									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	...	...	...	...	...	...	...	...	...
Medicine—									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. L. M. S	...	...	...	...	...	...	...	...	...
4. First M. B.	...	...	...	...	...	...	...	...	...
4. First L. M. S.	...	...	...	...	...	...	...	...	...
Engineering—									
1. M. C. E	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...
3. L. C E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
Teaching	10	53	277	340	32	127	343	26	528
Agriculture	...	...	...	...	...	...	...	...	...
Schools for General Education—									
Matriculation ... Boys	6	9	...	15	123	104	17	5	249
Matriculation ... Girls	...	7	...	7	...	35	...	...	35
High School Examination for Europeans. Boys	...	...	...	...	...	...	...	...	...
High School Examination for Europeans. Girls	...	...	...	...	...	...	...	...	...
Middle English examination ... Boys	17	57	...	74	914	1,886	...	6	2,806
Middle English examination ... Girls	...	18	...	18	...	281	...	...	281
Middle Vernacular examination ... Boys	...	227	...	227	...	1,197	255	245	1,697
Middle Vernacular examination ... Girls	...	20	...	20	...	158	...	...	158
Upper Primary examination ... Boys	19	1,531	...	1,550	907	13,502	...	...	14,409
Upper Primary examination ... Girls	...	146	...	146	...	1,336	...	...	1,336
Lower Primary examination ... Boys	19	3,670	...	3,689	735	63,543	...	...	64,278
Lower Primary examination ... Girls	...	344	...	344	...	6,492	...	...	6,492
Public Service Certificate examination English	3	1	...	4	7	1	...	53	61
Public Service Certificate examination Vernacular	...	...	...	...	...	...	...	...	...
Schools for Special Education—									
1. Training school examination for masters. Upper	2	3	...	5	50	25	...	...	75
1. Training school examination for masters. Lower	...	1	...	1	12	28	...	...	40
2. Training school examination for mistresses. Upper	...	4	...	4	...	20	...	...	20
2. Training school examination for mistresses. Lower	...	1	...	1	...	2	...	...	2
3. School of arts examination	...	...	...	...	...	...	...	...	...
4. Vernacular Medical examination	...	...	...	...	...	...	...	...	...
5. Examination in engineering	1	...	...	1	25	...	...	...	25
6. Examination in surveying	21	...	...	21	411	...	...	66	477
7. Industrial school examination	...	...	...	...	...	...	...	...	...
8. Commercial school examination	...	...	...	...	...	...	...	...	...
9. Agricultural school examination	...	...	...	...	...	...	...	...	...
10. Sanskrit title examination	...	...	...	...	...	...	...	...	...
11. Madrasa central examination	...	...	...	...	...	...	...	...	...
12. Other school examination	...	...	...	...	...	...	...	...	...

Examinations in Burma for the official year 1901-02—(*vide* paragraphs 40, 59, 62, 74, 90, 108 and 113.)—

Number passed.					Race or creed of passed scholars.							
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	...	...
6	...	...	...	6	1	1	...	1	...	3	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
25	3	...	...	28	6	1	...	1	1	18	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the Distribution of Local Fund and*

Objects of expenditure.			EXPENDITURE			
			IN INSTI			
			Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1			2	3	4	5
COLLEGIATE EDUCATION.	*Arts Colleges.*					
	English	...	...	...	...	...
	Oriental	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.					
	Law	...	...	...	...	...
	Medicine	...	...	...	...	...
	Engineering	...	...	...	...	...
	Teaching	...	...	...	...	...
	Agriculture	...	...	...	...	...
	Total	...	...	...	...	...
SCHOOL EDUCATION—GENERAL.	*Secondary Schools.*					
	For boys ... English	...	...	...	...	...
	For boys ... Vernacular	...	...	...	...	...
	For girls ... English	...	...	...	...	...
	For girls ... Vernacular	...	...	...	...	...
	Total	...	...	...	...	...
	Primary Schools.					
	For boys	...	...	...	...	...
	For girls	...	...	...	...	...
	Total	...	...	...	...	...
	Schools for Special Instruction.					
SCHOOL EDUCATION—SPECIAL.	Training schools for masters	...	...	...	...	...
	Training schools for mistresses	...	...	...	...	...
	Schools of art	...	...	...	...	...
	Law schools	...	...	...	...	...
	Medical schools	...	...	...	...	...
	Engineering and surveying schools	...	...	...	...	...
	Technical and industrial schools	...	...	...	...	...
	Commercial schools	...	...	...	...	...
	Agricultural schools	...	...	...	...	...
	Other schools ... Reformatory schools	...	...	...	...	...
	Other schools ... Miscellaneous	...	...	...	...	...
	Total	...	...	...	...	...
Inspection—	... ...	...	...	...	...	...
SCHOLARSHIPS HELD IN	Arts colleges	...	...	...	...	...
	Medical colleges	...	...	...	...	...
	Other professional colleges	...	...	...	...	...
	Secondary schools	...	...	...	...	...
	Primary schools	...	...	...	...	...
	Medical schools	...	...	...	...	...
	Technical and industrial schools	...	...	...	...	...
	Other special schools	...	...	...	...	...
Buildings	... ...	...	...	...	...	...
Furniture and apparatus (special grants only)		...	...	...	...	...
Miscellaneous	... ...	...	...	...	...	...
	Total	...	...	...	...	...
	GRAND TOTAL	...	...	...	...	...

Municipal Expenditure on Public Instruction in Burma for the official year 1901-02.

OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION										
TUTIONS MANAGED BY LOCAL FUND BOARDS.							IN INSTITUTIONS MANAGED BY			
Provincial grants.	Local funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal boards.	Private persons or associations.	Total local fund expenditure on public institutions.
6	7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the Distribution of Local Fund and*

Objects of expenditure.		EXPENDITURE OF				
		IN INSTITUTIONS				
		Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.
1		17	18	19	20	21
	Arts Colleges.					Rs.
COLLEGIATE EDUCATION.	English	...	...	...	...	...
	Oriental	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.					
	Law	...	...	...	...	...
	Medicine	...	..	...	...	...
	Engineering	...	...	...	...	...
	Teaching	...	...	...	...	...
	Agriculture	...	...	...	...	...
	Total ...	...	...	...	...	...
	Secondary Schools.					
SCHOOL EDUCATION —GENERAL.	For boys ... English	14	2,447	2,330	1,996	24,350
	For boys ... Vernacular	...	..	...	...	...
	For girls ... English	...	...	...	...	...
	For girls ... Vernacular	...	...	...	...	...
	Total ...	14	2,447	2,330	1,996	24,350
	Primary Schools.					
	For boys	2	118	108	97	...
	For girls	...	...	...	...	...
	Total ...	2	118	108	97	...
	Schools for Special Instruction.					
SCHOOL EDUCATION—SPECIAL.	Training schools for masters	...	...	...	...	...
	Training schools for mistresses ...	...	...	...	...	...
	Schools of art	...	...	...	...	...
	Law schools	...	...	...	...	...
	Medical schools	...	...	...	...	...
	Engineering and surveying schools ...	...	...	...	...	...
	Technical and industrial schools ...	...	...	...	...	...
	Commercial schools	...	...	...	...	...
	Agricultural schools	...	...	...	...	...
	Other schools Reformatory ...	...	...	...	...	...
	Other schools Miscellaneous ...	1	13	12	10	...
	Total ..	1	13	12	10	...
Inspection—		...	...	...	...	...
SCHOLARSHIPS HELD IN.	Arts colleges	...	...	...	...	...
	Medical colleges	...	...	...	...	...
	Other professional colleges	...	...	...	...	...
	Secondary schools	...	...	...	...	...
	Primary schools	...	...	...	...	...
	Medical schools	...	...	...	...	...
	Technical and industrial schools ...	...	...	...	...	...
	Other special schools	...	...	...	...	...
Buildings		...	...	...	...	...
Furniture and apparatus (special grants only)		...	...	...	...	...
Miscellaneous		...	...	...	...	...
Total ...		...	...	...	...	...
GRAND TOTAL ...		...	...	...	...	24,350

Municipal Expenditure on Public Instruction in Burma for the official year 1901-02—concluded.

MUNICIPAL BOARDS ON PUBLIC INSTRUCTION											
MANAGED BY MUNICIPAL BOARDS						IN INSTITUTIONS MANAGED BY					
Municipal funds.	Local funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local fund boards.	Private persons or associations.	Total municipal expenditure on public instruction.	Total expenditure of local fund and municipal boards on public instruction.	Remarks.
22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
23,081	1,500	59,160	...	9	1,08,100	...	...	49,407	72,488	74,560	
...	...	...	...	...	...	...	...	17,827	17,827	48,778	
...	...	...	...	...	...	...	...	8,710	8,710	10,292	
...	...	...	...	...	...	...	...	912	912	1,342	
23,081	1,500	59,160	...	9	1,08,100	...	...	76,856	99,937	1,34,972	
2,942	...	1,656	...	...	4,598	...	...	36,581	39,523	2,00,072	
...	...	...	...	...	...	...	...	3,547	3,547	10,858	
2,942	...	1,656	...	...	4,598	...	...	40,128	43,070	2,10,930	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	275	275	275	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
600	...	141	...	...	741	...	...	440	1,040	1,040	
600	...	141	...	...	741	...	...	715	1,315	1,315	
...	...	...	...	...	...	...	...	...	1,124	11,692	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
3,499	...	...	...	...	3,499	...	...	8,500	11,999	11,999	
500	...	...	...	...	500	...	...	1,239	1,739	1,739	
...	...	...	...	...	...	...	...	...	2,770	3,621	
3,999	...	...	...	...	3,999	...	...	9,739	17,632	29,051	
30,622	1,500	60,957	...	9	1,17,438	...	...	1,27,438	1,61,954	3,76,268	

GENERAL TABLE NO. VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1901-1902*—(*vide* paragraphs 125 and 126.)

Class of hostel or boarding-house.	Number of		Number of boarders who are students of				Expenditure from					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	01	11	12	13
For Males.							Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government ...	5	366	55	138	57	116	252	...	...	37,310	37,562	
2. Managed by local or municipal boards.	3	61	...	27	34	...	...	...	....	6,149	6,149	
3. Aided by Government or by local or municipal boards.	34	2,437	9	912	1,437	79	3,613	815	38,293	76,773	1,19,494	
4. Unaided...	16	152	...	38	85	29	...	...	7,405	62	7,467	
Total ...	58	3,016	64	1,115	1,613	224	3,865	815	45,698	1,20,294	1,70,672	

Class of hostel or boarding-house.	Number of		Number of boarders who are students of				Expenditure from					Remarks.
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local or municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
For Females.							Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government ...	...	...	...	...	...	...	...	...	...	...	...	
2. Managed by local or municipal boards.	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by local or municipal boards.	25	1,104	...	405	596	103	10,290	1,022	27,541	67,469	1,06,322	
4. Unaided	...	...	...	...	...	...	...	...	...	...	...	
Total ...	25	1,104	...	405	596	103	10,290	1,022	27,541	67,469	1,06,322	
GRAND TOTAL ...	83	4,120	64	1,520	2,209	327	14,155	1,837	73,239	1,87,763	2,76,994	

G. B. C. P. O.—No. 353, Chief Secy., 12-11-1902—655.

THIRD QUINQUENNIAL REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEARS 1902-03—1906-07.

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(The maximum limit of the body of the report is fifty pages.)

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RESOLUTION

ON THE

THIRD QUINQUENNIAL REPORT OF PUBLIC INSTRUCTION IN BURMA

FOR THE YEARS 1902-03—1906-07.

Extract from the Proceedings of the Government of Burma in the Education Department,—No. 6E.-9, dated the 9th January 1908.

READ—

The Report of the Director of Public Instruction for the five years ending 1906-07.
The Report of the Educational Syndicate for the year 1906-07.

RESOLUTION.—The quinquennium under review has been one of change and advance in every department of education. The whole subject has been reviewed by the Simla Conference and by the Government of India, and detailed recommendations have been formulated dealing with all branches of educational work. At the same time the grants that have been made to Provincial revenues from Imperial funds have enabled many of these recommendations to be carried into effect at an earlier date than would have been possible if the cost had fallen upon Provincial or Local funds. Looking back on the work of the quinquennium as a whole, the Lieutenant-Governor is convinced that substantial progress has been made, particularly in primary education, and that it has proceeded on right lines. The numbers of both schools and scholars have increased, the salaries of masters have been raised, and the curricula have been revised. Education has thus been widened in extent and improved in quality, and His Honour is satisfied that the large increase in expenditure is justified by these results. At the same time it must be recognized that higher education in this Province is still in a backward condition; it has shared in the general improvement of quality, but it still requires to be further diffused.

2. The state of collegiate education is perhaps the least satisfactory feature in the general record. There are two colleges in the Province, neither of which has shown any real advance in the last five years. The average daily attendance at the Rangoon College rose from 126 in the year 1901-02 to 161 in 1905-06, but declined again in 1906-07 to 104. The figures of the Baptist College rose from 13 at the beginning to 20 at the end of the quinquennium. There were therefore actually fewer students receiving collegiate education in 1906-07 than in 1901-02. The total number of students who took the degree of B.A. during the quinquennium was 34 and the largest number of passes (11) was secured in the first year. The reasons for the lack of interest taken in collegiate education in the Province may be ascribed to the fact that the teaching staff of the Rangoon College has been undermanned and the curriculum unduly restricted. Students have hitherto been compelled to take the old B or scientific course, and even in that their choice of subjects has been limited to Physics and Chemistry. Proposals have now been made for improving the staff so as to provide adequate teaching for each branch of the revised University course. The American Baptist College has also decided to erect a new building, entertain a full staff and, subject to the consent of the University, teach up to the B.A. standard. The Lieutenant-Governor confidently anticipates that, with the facilities which will be offered, if these proposals become effective, there will be in the next five years a great increase in the number of students in the B.A. course and an important advance in collegiate education.

The question of a University for Burma has been mentioned from time to time, and the Lieutenant-Governor is fully in sympathy with the desire often expressed that the Province should have a University of its own. With the best intentions, it is clear that any of the Indian Universities must be at a disadvantage in controlling the highest education for a people with so marked an individuality as the people of Burma. But when the figures stated above are examined, when the fact that there are only two colleges existent in the Province, and of these only one of the first grade, is realized, when the materials for the constitution of a Senate are sought, it will be admitted by practical men that the constitution of a Burma University is not at present possible. No University would be of use unless it were fully equipped and unless its degrees were of the highest value.

3. Secondary education, especially in the Anglo-Vernacular form, resembles collegiate education, inasmuch as it proceeds on European, rather than on indigenous lines. The responsibility for its maintenance rests primarily on Government and Government has a direct and immediate interest in its results. For secondary education could not exist in this Province without a liberal expenditure of public funds; and the task of administration must inevitably either be helped or hindered according as this class of education succeeds in its object or fails. A peculiar interest is therefore added to the duty of supervising the progress of Anglo-Vernacular studies. The Lieutenant-Governor is aware that the system of secondary education in this Province is frequently criticised and occasionally condemned. Every system of education is bound to offer many points on which there must be a difference of opinion, and criticism on such points is but a healthy sign of public interest; but the general condemnation of Anglo-Vernacular education as such, proceeds, in the Lieutenant-Governor's opinion, from a misapprehension of the situation. A supply of native officers educated on European lines is a necessity so long as the administration of the country is carried on by European methods, but with the aid of the people themselves. This is not merely as is sometimes supposed a matter of convenience for officials. It is essential that the native officers who are to carry out the work of administration should understand its underlying principles and the spirit which animates it. So long therefore as the Government of the country is based on European principles it is necessary to form the character no less than to train the minds of native officers. And more than this is required. In Burma, as in other parts of the Empire, an acquaintance with European ideas and standards is now indispensable for success in any branch of industry or of commerce. It is not only that knowledge has to be gained; habits of thought must be formed and rules of conduct learnt, without which the contact with an alien form of civilization is liable to demoralize. There is no risk in Burma that, at least for many years to come, the supply of higher education will exceed the demand. There were in this Province in 1906-07 only some 700 boys at school who had passed beyond the middle stage of Anglo-Vernacular education, as compared with 34,000 in Bengal and 20,000 in Bombay, in Eastern Bengal and Assam, and in Madras. The Lieutenant-Governor's opinion is not that secondary education has been extended too far, but that it requires to be extended much farther, not that it is too elaborate, but that it is incomplete.

For these reasons the Lieutenant-Governor regards with entire satisfaction the progress that has been made in secondary education during the quinquennium. The expenditure from Provincial Funds has been more than doubled, and stood at over 4 lakhs in 1906-07 as compared with $1\frac{3}{4}$ lakhs in 1901-02. The number of secondary schools directly managed by Government has increased from 3 to 20 with an average daily attendance of 2,500. The total number of pupils receiving a secondary education on the 31st March 1907 was 8,825 boys and 1,107 girls, as compared with 5,739 boys and 735 girls five years ago. The increase in numbers is gratifying, but it represents only one side, and that not the most important, of the progress that has been made. The rate of salary-grants has been increased by 50 per cent., and His Honour is confident that the more liberal terms have attracted and will continue to attract teachers of better quality. The Lieutenant-Governor regards this as a matter of the highest importance, for the results of secondary education must be largely dependent on the character of the teachers. His Honour therefore looks forward to increasing the number of

officers of the Indian Educational Service in charge of High Schools, and is convinced that the influence of men of this class on pupils will have the most beneficial results. It is the intention of Government to take a more active part than hitherto in the direct control of secondary education. Proposals for the transfer of Municipal secondary schools to Government are under consideration, and with the assent of the Municipal Committees will be gradually carried into effect. It is not intended to take any steps detrimental to the interests of aided schools which, in the Lieutenant-Governor's opinion, are doing admirable work. But it is desired that there should be at least one Government secondary school in every district, and His Honour is convinced that this will further the progress of higher education.

The fact that the number of boys who proceed to the High stage of secondary education has not increased during the quinquennium is rightly attributed, in His Honour's opinion, by the Director to the fact that the Seventh Standard Anglo-Vernacular test is regarded as a sufficient qualification for many branches of the public service. So long as this is the case there is but little inducement to a large number of pupils to pursue their studies beyond the Middle stage. The dearth of suitable candidates for employment has retarded the raising of the standard of educational qualifications, and the fact that the final goal of the High school course has hitherto been the Entrance examination of the Calcutta University for which only limited facilities of training were available, has perhaps tended to render this course less attractive. The Lieutenant-Governor trusts that it may be possible shortly to establish a School Final examination, which will be adapted to the course of studies ordinarily pursued in the High Schools and will be regarded as the principal means of access to Government service.

4. The progress of European education was not altogether satisfactory; for though the total number of Europeans attending schools shew a considerable increase, the higher stages of education have been neglected. The introduction of a separate code of rules for European schools and the supervision of a separate Inspector will, His Honour trusts, have a good effect in the next quinquennium But undoubtedly one of the main causes of the lack of progress has been the want of a school in a temperate climate offering a first rate education for Europeans and Eurasians only. This want has now been met by the establishment of the Government school for Europeans at Maymyo. The school buildings are excellent and the climate is entirely suitable for European or Eurasian boys. It is hoped that an officer of the Indian Educational Service will shortly be appointed Principal of this school, and parents will then be able to obtain within the Province the class of education for which they now have to send their children to the hills in India.

5. The fact that there is an indigenous system of primary education in the monastic schools closely interwoven with the religion of the people and their daily life puts primary education on a different footing from secondary education in this Province. The extent to which the indigenous system has been brought into relation with the Education Department is shown by the fact that out of 4,925 aided primary schools for boys, 2,369, or little less than one-half, are monastic schools. But it is estimated that there are nearly 15,000 monastic schools yet unregistered, which receive no assistance or guidance from the Education Department. The Lieutenant-Governor recognizes that there are difficulties in inducing the monks to accept the measure of control which goes with registration. The offer of grants is no inducement to Buddhists monks whose vows forbid them to receive money, and the curriculum of the Department is not always approved by those who believe that the sole object of education is to enable their pupils to understand the truths of religion. These difficulties are inevitable, but it is by no means necessary that they should be increased by a want of tact and deference on the part of Deputy Inspectors and itinerant teachers in their dealings with monks. The Lieutenant-Governor considers that every endeavour should be made to support and encourage monastic schools, and believes that the moral training given in them is a valuable inheritance which should be most carefully preserved. It is true that the actual teaching is in some respects insufficient. Primary education has

been defined by the Government of India in their Resolution of the 11th March 1904 as "the instruction of the masses through the vernacular in such subjects as will best stimulate their intelligence and fit them for their position in life." The teaching in monastic schools does not always fulfil these conditions. Reading and writing are taught, arithmetic sometimes, but not always; and Pâli is learnt by rote. But even in these subjects the teaching is sometimes inefficient. The aim of the Education Department therefore should be to guide the monastic schools in the path of improvement, and His Honour will be glad to receive the proposals referred to in Chapter XII of the Report for the modification of the primary curriculum and the form of grant in such a way as to render them more acceptable to the monks and to increase the number of registered schools. In the meantime, the want of tact and deference, to which the Director refers, must of necessity hamper and retard the work of the Department; it constitutes a defect which should be removed without delay.

In considering the progress of primary education in lay schools during the quinquennium, a noticeable feature is the extent to which Government has now undertaken the direct management of primary vernacular schools. There was but one such school in 1901-02. There are now 24 primary vernacular schools for boys and four for girls. It is not expected or desired that a large proportion of the primary schools of the Province should be under the direct management of Government. Government primary schools are established either to serve as models or to supply a demand which private enterprise has failed to meet. Such schools will be established with more frequency in future and it is confidently hoped that the standard of primary education will thereby be materially raised.

The increase in the number of pupils attending primary schools during the quinquennium is satisfactory, but considering the high proportion of scholars to the population of school-going age in this Province, improvement in the quality of primary education is of even more importance than an increase in its extent. The grants that have been made from Imperial funds for the improvement of primary education have been used to supplement the expenditure from Provincial Funds on the establishment and maintenance of Government primary schools as described above: on grants for the construction of suitable buildings for aided primary schools and their equipment; on temporary grants to managers to enable them to carry on new schools until sufficient grants of the ordinary kind are earned to make them self-supporting: and on salary grants to meet the cost of entertaining properly trained and certificated assistant teachers in aided schools. The curricula for primary schools have been revised. The general result of these measures is a substantial increase in the number of aided schools provided with suitable buildings and adequate equipment, while the standard of the teaching staff has been raised and the quality of the education provided has been improved.

6. The difficulty that social customs oppose to the advance of female education in India hardly exists in Burma. There are, however, no indigenous schools for girls offering an education similar to that which the monastic schools provide for boys, and female education is therefore dependent entirely on lay schools. The freedom enjoyed by the women of this Province and the part that they play in the national life, while facilitating the attendance of girls at school, at the same time render their education a matter of not less importance than that of boys. The Lieutenant-Governor notes with pleasure the progress that has been made during the quinquennium in this branch of educational work. There are now 65 secondary schools for girls in the Province and 473 primary schools, as compared with 39 secondary and 323 primary schools five years before. The total increase in the number of pupils in the quinquennium is about 60 per cent. and is greatest in the upper primary stage. No secondary schools for girls have yet been started under the direct management of Government, but four primary schools were established during the quinquennium to serve as models. Four-fifths of the total number of female scholars, however, still attend boys' schools, and it may be hoped that a further increase in the number of pupils will follow on an increase in the number of schools for girls only. The Lieutenant-Governor has read with interest the Director's remark on the question of appointing an Inspectress or Assistant Inspectress of Schools. His Honour is disposed

to think that the importance of extending female education and of providing a suitable curriculum for girls as well as the number of existing pupils justify a demand for special supervision. If proposals to this end are submitted in a concrete form, they will receive favourable consideration.

7. As regards the general organisation of the Department, Mr. Pope, who had been Director of Public Instruction for 17 years was succeeded in April 1906 by Mr. Covernton, whose previous service had been in Bombay. The Department has been strengthened by an increase in the number of officers of the Indian Educational Service. One officer has been added to the cadre as Assistant Director; a separate Inspector has been appointed for European and Normal Schools; and the Principal of the Collegiate school in Rangoon is now a member of the Indian Educational Service. Proposals for another Inspector of Schools were prepared before the end of the quinquennium, but were sanctioned after its close. In addition to the Inspector of European Education and Normal Schools, there are therefore at present five Inspectors. This staff, though adequate for present needs, cannot be regarded as final, and it will no doubt be necessary before long to provide an Inspector of Schools for each of the eight Divisions in the Province. Two of the three Inspectors of Schools, who were formerly concentrated in Rangoon, have now been posted to headquarters at Moulmein and Bassein. Various additional powers have been conferred on them, and His Honour trusts that it will now be possible for the Inspectors to maintain closer relations with their subordinate officers and with the schools in their circles. At the same time the decrease in the amount of examination work should enable them to devote more of their time to the actual inspection of schools and the guidance of managers and teachers. The rest of the Educational Service has been organized into Provincial and Subordinate services. The Lieutenant-Governor believes that the Department is thereby rendered more attractive to a large majority of the officers serving in it.

The improvement in the supply of trained teachers during the quinquennium is a satisfactory feature of the report, but the condition of the Normal Schools demands careful attention. It is to be hoped that the new rules which come into effect from the beginning of 1908 will assist in improving the training both of masters and mistresses.

The Lieutenant-Governor is glad to read that district officers generally have assisted the Educational Department with their support, but His Honour is not prepared to accept the suggestion that they are unable to maintain close touch with educational developments. District officers cannot afford to neglect the working of a system, the results of which affect every branch of administration, or to regard educational problems as subjects to be dealt with exclusively by the Education Department. On the other hand, officers of the Education Department can hardly meet with complete success in the performance of their duties without the advice and the influence of district officers to assist them. Nor again does the Lieutenant-Governor agree that the opportunities enjoyed by district officers for exercising control in educational affairs are insufficient. Under standing orders all correspondence of importance between the Director of Public Instruction and Inspectors of Schools and their subordinates must pass through the Commissioner or the Deputy Commissioner; and Inspectors of Schools and Deputy Inspectors are expected to visit and tour with Deputy Commissioners and Subdivisional Officers. The object of these orders is to ensure that district officers shall have an opportunity of giving their views on all educational questions of importance, and should take an active interest in matters connected with education. If, as the Lieutenant-Governor trusts is the case, this opportunity is duly provided and is not neglected, district officers should be able to keep closely in touch with all important educational developments and to exercise a sufficient degree of influence. His Honour specially desires that officers of the Education Department will give District, Subdivisional and Township officers full opportunity of interesting themselves in education in their charges.

8. The Educational Syndicate has given valuable assistance throughout the quinquennium. At the beginning of the period the management of the Rangoon College was vested in the Syndicate, but it was transferred to the direct control of Government in 1904. The Syndicate continues to conduct the examination for pleaderships and for various subordinate posts under Government, and also to advise on all important educational measures. The Lieutenant-Governor sets a high value on the assistance afforded by the Syndicate, and desires to express his acknowledgments to the members for the care and attention they have devoted to educational questions.

9. The Government of India, in paragraph 4 of the Home Department letter No. 455, dated the 26th June 1906, suggested that a paragraph should be included in the annual report on Education in Burma, reconciling the figures of expenditure given in the appended educational tables with the net expenditure shown by the Accountant-General under the head "22 Education." The Director of Public Instruction and the Accountant-General, who considered the matter in consultation, have come to the conclusion that any attempt to reconcile the annual figures would be useless unless the figures had been previously reconciled monthly. It was therefore impossible to give effect to the suggestion of the Government of India in the report compiled this year. Arrangements have been made which will enable the Director of Public Instruction to include the paragraph in question in all future annual reports.

10. The Lieutenant-Governor's thanks are due to Mr. Covernton for a very interesting review of educational work in the Province during the last five years. Mr. Covernton's task has been the more difficult, since he has only held the post of Director for one year out of the five, and His Honour much appreciates the care and attention with which the Report has been prepared. His thanks are also due to Mr. Covernton for efficient administration of the Department during his term of office. In conclusion the Lieutenant-Governor desires to express his cordial acknowledgment of the zeal and energy which the officers of the Department have displayed in the discharge of their duties, and the assistance they have given in their respective spheres in the furtherance of education.

By order of the Lieutenant-Governor of Burma,

D. SHEARME,
Secretary to the Government of Burma.

THIRD QUINQUENNIAL REPORT

ON

PUBLIC INSTRUCTION IN BURMA

FOR THE YEARS 1902-03—1906-07.

CHAPTER I.

Preliminary.

1. It may be safely asserted that the last quinquennium has been a period of unprecedented energy and progress in education throughout the whole Indian Empire, and not least in Burma. Educationally the axis of the province has been shifting. *Laissez faire* principles, which preferred to leave the guidance and practical management of education to private bodies or persons more or less irresponsible and with very varying views of the needs of the educated and the ends of education, have been tempered by a fuller recognition of the State's obligations in the matter. In effect these obligations have a two-fold relation: they concern the State itself on the one hand and on the other those whom for the State's sake and their own it is necessary to educate. As thus conceived education is not the necessary accident of a religious propaganda nor the provision of careers in life for various sections of the community. It is rather a vital and essential element in the organic life of the state itself. To abandon its management to the caprice of individuals or to private bodies with their conflicting interests and ideals is for the State not merely to abdicate its prerogative but wilfully to endanger its own vitality and development.

2. The re-enforcement of the principle of State control has borne fruit in many ways. The most obvious are the increase in the administrative and tutorial staff of the State Education Department, the establishment of Government schools, primary and secondary (of which very few existed in the past), the assumption of direct control over institutions managed by non-Governmental bodies and the bringing in of areas (*e.g.*, the Shan States and Chin Hills) that had hitherto stood without the educational pale. Yet these constitute but the lesser half of the State's intervention. A thorough sifting and amendment of educational courses and curricula, a revision of the regulations governing the administration of schools of all classes, European, Anglo-Vernacular and Vernacular, and a reconstruction of the lines upon which financial assistance is given, have all been undertaken in the quinquennium. Contributions moreover to the erection and maintenance of aided schools have increased in a most marked degree, the increase being coupled with improvements in the system of examination. The result has been large additions to the number of Secondary and Primary schools and scholars. Lastly, to provide the necessary expenditure entailed by the general expansion considerable enhancements have been made in the amounts allotted by the Imperial and Provincial Governments to education.

3. The results of a progressive educational policy may be sought in the succeeding chapters and the statistical tables appended. But the end is not yet. New departures have yet to be initiated in various directions before it can be said that educational arrangements provide for the wants of a province whose prosperity though young is vigorous and expansive. Apart from the improvement of Vernacular and Anglo-Vernacular education, provision for 'bifurcation' and 'trifurcation,' the development of technical and commercial education and the establishment of a University system adapted to the needs and interests of the country may be indicated as among the more important needs.

4. The main credit for the progress effected in the past and the establishment of new possibilities in the future is due, under Government, to my predecessor and to the Department, which loyally co-operated with him. Much also is due to aided bodies, which, whatever the primary objects of their incorporation, have striven, each according to its lights, to forward the common cause of education.

CHAPTER II.

CONTROLLING AGENCIES.

Various Controlling Agencies.

1. The agencies that in one form or another control education in Burma may be classified as follows :—

(i) The Educational Department.
(ii) District Officers and their assistants.
(iii) Municipal authorities.
(iv) The Educational Syndicate.
(v) The University of Calcutta.
(vi) Private Agencies.

(i) THE EDUCATIONAL DEPARTMENT.

The Educational Department.

2. Under the first heading are included all those officers of Government whose duties comprise educational administration, inspection, or instruction and who are recruited for the purpose of undertaking one or other of these functions. As a whole the Department is directly subject to Government and forms one of the regular branches of the official administration of the Province.

Reforms in the Subordinate Educational Service and Provincial Educational Service.

3. Departmental Officers are now distributed among the following services ; *viz.*, the Subordinate Educational Service, the Provincial Educational Service and the Indian Educational Service. In the last Quinquennial Report Mr. Pope wrote that there had been no reorganization of the Department and that, if Deputy Inspectors were left out of consideration, there was neither Provincial nor Subordinate Service. Since 1901-02 however an important change has been effected. In 1903-04 sanction for a reorganization of the Department was received. The reform involved the institution of (i) a Provincial Educational Service which now includes 12 appointments the pay whereof ranges between Rs. 700 and Rs. 250 per mensem : (ii) a Subordinate Educational Service in two branches of which one (the general branch) is still ungraded and includes at present 141 appointments on pay ranging between Rs. 400 and Rs. 40 per mensem, whereas the other is graded and consists of Deputy and Sub-Inspectors and Itinerant Teachers, the upper and lower limits of whose salaries are respectively, Deputies Rs. 250—120 per mensem, Sub-Inspectors Rs. 100—80 per mensem, Itinerant Teachers Rs. 60—30. Under the Provincial Educational Service are grouped lecturers at the Government College, Rangoon and Assistant Inspectors, as well as certain specially important teaching posts not included in the Indian Educational Service. The present position, especially as regards the general branch of the Subordinate Educational Service and the arrangement of its pay, is not however altogether satisfactory and proposals have been made which, if approved, will bring it into line with the other branch and may also increase the number of posts in the Provincial Educational Service.

The Lower Inspecting staff.

4. During the quinquennium a considerable increase has taken place in the personnel of the lower inspecting agencies. Thus, whereas in 1901-02 there were 38 Deputy Inspectors, 1 Sub-Inspector and 169 Itinerant Teachers, the numbers have now risen to 51, 12 and 215 respectively. The grounds of the increase are the growth in the volume of work and the extension of the area inspected. It has been found necessary to split up several sub-circles and to appoint Deputies for the additional units, *e.g.*, Pegu, Hanthawaddy, Shwebo and Pakôkku. Sub-Inspectors (who merely inspect and examine) have been allotted to various Deputies in order to assist them in their work and a special Mahomedan Deputy for Urdu and Mahomedan Schools has been appointed. Among the more important areas that are being reclaimed from barbarism and brought within reach of the Department's endeavours are the Northern Shan States, the Southern Shan

States, the Chin Hills and Karenni. It might be supposed that a very considerable part in this extension was played by the Itinerant Teachers whose numbers have risen so largely in the quinquennium. But although they have had their share in the work, it has not been of cardinal importance. Their qualifications in the majority of cases are not adapted to the *rôle* of pioneers and the scope of their duties indicates that their utility lies rather in the maintenance and repair of the humbler portions of the educational edifice than in its extension or elaboration. Even so, they require constant supervision and direction which cannot always be forthcoming and it is very questionable whether the money spent on the large additions to the lowest grade of this cadre would not have been better devoted to an increase in the ranks of Sub-Inspectors.

The Indian Educational Service.

5. The Indian Educational Service now includes all the Inspectors of Schools, whose number was raised in 1904-05 from 4 to 5 by the appointment of a separate Inspector of Normal Schools and European Education, the Principalships of the Government College, the Government Collegiate High School, Rangoon (the latter created in 1905-06) and the Government High School, Moulmein, the Senior Lecturer at the Government College and the Assistant Director of Public Instruction, the last post having been created in 1906-07. The inspecting cadre however is not yet sufficient and proposals have been placed before Government which, when approved, will evolve a new circle out of the present Northern and Central Circles, with Meiktila as its headquarters.

6. As regards the composition of the Educational Service, therefore, Burma has been assimilated more closely than ever before to the system prevailing in the other provinces of the Indian Empire. In one respect however it still lags behind and that is in the matter of personal allowances for the higher inspecting staff, which have hitherto been conspicuous by their absence. The special reasons which differentiated the Educational Service in Burma in this regard appear no longer to exist and there would seem to be little reason for penalizing the province by placing its Indian Educational Service men on a less favourable footing than their compeers in India. The matter has been brought to the notice of Government and steps are being taken which it is hoped will remove the disability.

Administration and Inspection by the Department

7. Direct instruction apart, the Department is concerned with educational administration and the inspection of schools. The former of these functions has been to a certain extent shared during the quinquennium between the inspecting staff and the Director of Public Instruction. The work however was very centralized and there was little or no devolution of powers. Inspectors mainly and Assistant Inspectors almost solely were occupied with the examination and inspection of schools. From Deputy Inspectors on the other hand a comparatively considerable amount of administrative and office work was exacted in addition to that of examination. They corresponded direct with the Director of Public Instruction and were regarded as quite as much under his immediate control as under that of the Inspectors. These facts added to the circumstance that all Inspectors and Assistant Inspectors, with the exception of the Inspector and Assistant Inspector, Northern Circle, were congregated in Rangoon, tended to remove the members of the higher inspecting staff from close contact with the district and municipal authorities of their circles and at the same time to prevent them acquiring a comprehensive knowledge of general educational administration as well as of certain of its particular aspects. On the other hand the system placed responsibility upon Deputy Inspectors, which in many cases they were not fitted to bear, especially if they were indifferently supervised, and it accumulated a mass of petty detail in the Director's office, the effect of which was to occupy time that might have been devoted to better things and to throw too much into the hands of an inadequate clerical staff. The importance moreover of detailed examinations became unduly magnified. Thus, Inspectors were cumbered needlessly with individual tests (oral and written) in all sorts of subjects, with the overlooking of hundreds of answer papers, the preparation of elaborate numerical mark sheets and returns and all the paraphernalia of a system discarded or amended elsewhere. Managers and school staffs on their side lost or never attained a sense of responsibility in the matter and, while ready enough to challenge the Inspectors'

results if unfavourable, were often unwilling, even if competent, to undertake a duty which in other countries would naturally have been assumed by them. In the last year of the quinquennium proposals were made to modify these conditions and the execution of whatever measures may be or have been approved by Government for this purpose should form a notable feature in the administration of the next five years. Such measures involve *inter alia* the devolution of further powers upon the Inspectors, the location of the Inspectors Western Circle and Eastern Circle at Bassein and Moulmein respectively and the restriction of Departmental detailed examinations in Anglo-Vernacular schools to the final standards of the Primary and Middle Departments.

Visits of the Director-General of Education in India.

8. The Province was twice visited during the quinquennium by the Director-General of Education in India, who was thus able to come into personal relations with officers and schools in Burma and to afford much valuable advice in connection with important educational questions.

(ii) District Officers and their Assistants.

9. Commissioners and Deputy Commissioners have not the same opportunities in Burma of exercising a direct control upon educational affairs that they enjoy in some parts of India. There are no local Boards and, though District Cess Funds exist from which contributions are made for educational purposes, there are no educational institutions wholly maintained or owned by the cess-payers. It is indeed a matter for consideration whether District Cess Funds might not be more extensively utilized for the institution of District Cess schools supervised by the Department. On the other hand the absorption of Inspectors in examining work and their conglomeration in Rangoon have entailed upon Deputy Commissioners and their subordinates a burden in respect of the supervision of Deputy Inspectors and of Government educational institutions that should more justly devolve upon the Department. With their heavy and multifarious duties revenue officers cannot be expected to maintain close touch with educational developments or to take upon themselves details of administration, for the execution of which a special department exists. At the same time they can be and have always been of the greatest assistance to educational officers in affording general support as well as advice upon all educational matters of importance that come under their notice. With the extension of Government schools, Anglo-Vernacular and Vernacular, it will become even more necessary that the Inspector of Schools should realize his responsibilities and should enlist the co-operation of the Commissioners and Deputy Commissioners in his circle.

10. The more important details of the educational work of the higher revenue officers during the quinquennium may be summarized as follows:—

(*a*) Advice to the Education Department, *e.g.*, regarding sites and localities suitable for schools, condition of schools and school buildings visited, and generally on the means of extending or improving education.

(*b*) Inspection: visitation of schools of all kinds. It is feared that in many cases notes of such visits are not recorded or if recorded are not sent to the Inspector of Schools.

(*c*) The appointment, in Upper Burma, of village school committees.

(*d*) The supervision of the educational sections of District Cess and Municipal budgets.

(iii) Municipal Authorities.

11. Municipalities in a considerable number of cases possess schools of their own and in all cases contribute to the support of aided schools. Under the Code they are competent to administer their own schools subject to the standing orders and general supervision of the Department. In certain cases however (*e.g.*, at Bassein, Akyab and Shwegyin) administration of municipal Anglo-Vernacular Schools has been entirely handed over to the Department. At Paungdè, Sandoway and Kyaukpyu during the quinquennium the municipality in each case has relinquished not merely the control but even the ownership of its Anglo-Vernacular School to

Government. The withdrawal of half salaries paid from 1904 to 1907 out of Provincial Funds towards the upkeep of Anglo-Vernacular municipal school staffs will produce a similar result in many other Municipalities. Municipal administration is usually carried on through a School Committee acting under the direction of the municipal authorities. For inspection and examination Municipalities continue to rely on the Education Department.

(iv) The Educational Syndicate.

12. This is an institution peculiar to Burma and surviving from a time when the Education Department was less elaborately organized than at present. It includes, as well as members only generally or indirectly interested in education, a few officers of the Education Department and a certain number of managers of aided schools. In addition to the conduct of such examinations as those for pleaders, myoôks, thugyis, etc., it retains the conduct of the examinations for all normal certificates, which tests are usually carried out by the help of the Department's personnel. It no longer however preserves the right to prescribe books for schools under the Departmental curricula and has transferred the privilege of awarding normal certificates to the Department. The management and control of the Rangoon College and the Collegiate High School have also passed to the Department.

(v) The University of Calcutta.

13. This being the institution to which for university purposes Colleges and High Schools in Burma are affiliated under the orders of Government, its regulations naturally affect and to a very large degree determine the character of the various curricula taught in these establishments. The reform of the University has brought with it not only a revision of the conditions upon which institutions are affiliated and of the regulations laid down for examinations, but also the creation of an academic inspectorate, the officers of which may investigate the circumstances and progress of both colleges and schools. As regards colleges an inspector has been appointed, while the two Burman institutions have been visited and reported upon by a University Commission. For schools it is probable that the University will accept (perhaps in a modified form) the reports submitted to the Director of Public Instruction by the Departmental Inspectors.

(vi) Private Agencies.

14. One of the most important of these consists of missionary bodies, which not only maintain a large number of schools (Vernacular and Anglo-Vernacular) but arrange to control and finance them, often very effectively, and are also the means of bringing remote areas and wild tribes within the pale of educational influence. Many of their schools are in receipt of State aid and as such are examined and supervised by the Department. But petty jungle schools not officially recognized also exist, which are amenable only to the mission authorities.

15. Another and still more important factor is the *Pôngyi* with his monastic school, though this naturally pertains to vernacular education only. The *Pôngyis* are largely influenced by the views of their *Sayadaws* (or "Abbots"): the Buddhist *Thathanabaing* or "Archbishop" also wields a considerable but not necessarily supreme influence in Upper Burma. The good-will of the more important personages in the Buddhist hierarchy is essential for the spread of vernacular education.

Cost of Inspection and Direction.

16. The total expenditure on Direction has risen during the quinquennium from Rs. 44,756 to Rs. 52,801 the rise being due to the appointment of an Assistant Director of Public Instruction and the enhancement of the scale of pay for the Director of Public Instruction from Rs. 1,250—1,500 to Rs. 1,500—2,000. The expenditure on Inspection has also increased from Rs. 1,56,969 to Rs. 2,72,945, the additions to the number of the inspecting staff being responsible for the higher figures.

Stat IV.

Expenditure on Direction and Inspection is met from Provincial Funds almost entirely. A small sum however is contributed by certain Municipalities (namely, Rangoon and Mandalay) towards the maintenance of the Deputies and Itinerant Teachers employed in those towns. The general expenditure under this head has risen by 61 per cent.

CHAPTER III.

COLLEGIATE EDUCATION.

The two Arts Colleges. Statement III.

1. Collegiate Education in Burma is still carried on by two "Arts" Colleges only, the Government College, Rangoon and the Baptist College. The former, was restored to direct Government control in November 1902 being transferred from the charge of the Educational Syndicate, which body had enjoyed the management of the institution since 1886. It is situated at no great distance from the business quarters of the town and is easy of access from most directions. The buildings were erected in 1901 and though of no architectural distinction are fairly adapted to the present needs of the College. The compound, in which are contained quarters for the Principal, is comparatively small and has little space available for games and practically none for any extension of the College buildings. The situation of the Government Collegiate High School, which is next to the Government College, renders any extension of either institution (and neither has too much room) only feasible at the cost of the other—unless the great maidan at the back of both is encroached upon or one of the two institutions is bodily transferred to another site. The second college, which belongs to the American Baptist Mission is at present a lower grade institution working up to the F.A. only. It is established in a suburb, where the Mission possesses a considerable area on which several of their chief Rangoon educational institutions are situated. The college hitherto has been in close connection with these (*i.e.*, the High School and Anglo-Vernacular Normal School) and members of the collective staff have assisted in more than one of the various departments. The existing buildings are old and unsuitable. It is proposed to reconstitute the college on a first grade basis and to teach up to the B.A. New buildings have been planned which will accommodate 54 students and for which a considerable grant-in-aid has been sought from Government.

The University Commission on the two Colleges.

2. In the year 1906 the two Colleges were visited by a special commission deputed by the Calcutta University with a view to reporting on the conditions of the two institutions prior to affiliation under the new regulations. The main conclusions of the Commission were that the Government College was inadequately staffed, that it was deficient in provision for library accommodation of its own and for physical laboratory work, and that the teaching of the full Arts course was desirable. In regard to the Baptist College the Commission noted that the provision for science teaching was not good, that the arrangement of the college classes in regard to the other institutions connected with them was "anomalous and confusing" and that the college library contained a "haphazard assortment of books," but few of practical use for serious study. Apart from these defects the Commission thought that the College did good work, but suggested that the authorities should consider the improvement of the existing High School in lieu of a policy of expansion.

Reform of the University.

3. In the academic world the reconstitution of the Calcutta University and the reconstruction of its courses have been the most striking events of the quinquennium. It cannot be pretended that the revised courses give general satisfaction in Burma, where the management of schools and colleges has thus to be moulded to conditions and regulations that, however suitable to the Bengali or the native of Behar or Orissa, make little or no effort to meet the particular circumstances of Burma and the Burman. So long as the terms of higher education are dictated (with a minimum of consultation) from without, instead of being spontaneously evolved from within, genuine progress must inevitably be retarded.

Expansion and reforms in the two Colleges.

4. The Baptist College authorities have preferred expansion to concentration and the scheme which they have in hand is intended to meet all the requirements of the University. For the Government College a scheme of reorganization has long been under the consideration of Government. The College at present is undermanned and in certain respects inadequately equipped. It has suffered considerably from the constant fluctuations of its lecturing staff, the lower appointments in which have had to be filled by hand-to-mouth methods. The scope of the College was limited for no very obvious reason to the more scientific side of the old University courses. When however there is but one first grade College in a province, and that a Government College, it appears desirable that it should provide for more than one department of knowledge and that its courses should, if possible, be general rather than special. Under the new University regulations this has become practicable. Proposals have therefore been placed before Government which aim not merely at strengthening the staff but also at developing the capacities of the College in the sphere of 'arts.'

Statistics. Statements III & VI.

5. In 1901-02 the numbers at both Colleges were practically double those of 1896-97. By 1903-04 the Baptist College figures had risen to 25 since when there has been a tendency towards decline. In 1905-06 the Rangoon College reached a maximum of 187 which was followed in the next year by a fall of 68. The drop is attributed to the increased stringency of the Calcutta University examiners in the Entrance test, the standard of which is alleged to have been considerably and unexpectedly raised. Thus, while in 1904-05, 150 Burma candidates passed, in 1905-06 the total of passes dropped to 71 and material for recruitment in the College obviously shrank. There has also been a decrease, though not a large one, in the numbers presented for the F. A. during the last two years, due probably to similar causes. The drop in the number of passes in this examination in the same years is very marked and points to increased stringency in the examiners. The B. A. class has increased in number but the percentage of passes fluctuates considerably: on the whole it has improved during the quinquennium, but the output of graduates is still very small.

College Hostels. Statement VIII.

6. Both Colleges maintain hostels for the students. The boarders at the Government College are accommodated in the upper storey and are under special supervision. They number 66 and those at the Baptist College 16. Cricket and football are played by the students with considerable energy.

The Law Class. Statement III.

7. There is a law class attached to the Government College in which during the quinquennium the numbers have risen from 7 to 19. The Law Lecturer complains that many of those who attend come irregularly, work indifferently and take little intelligent interest in their subject, their main object being to cram enough to pass law examinations other than the University ones, which properly should constitute the objects of the class. Even the more promising B. L. students often get tired of the long two years course and turn aside to the easier Second Grade Pleader's test. Only one student has succeeded in passing the B. L. examination since the institution of the course.

Medical Scholarships at Calcutta and Madras.

8. Certain young men and women receive scholarships enabling them to attend at the Medical College in Calcutta or the Royapuram Medical School, Madras and to qualify for appointment as Assistant Surgeons, lady doctors, hospital assistants, etc., according to the nature of scholarship obtained. The total number of those receiving such assistance has risen from 26 to 58 in the quinquennium, the main increase being in the students despatched to Madras. The rules under which the scholarships to the Medical College, Calcutta, are awarded have been somewhat modified, one scholarship being now available every year for Burmans or Indo-Burmans and one every second year for Europeans or Eurasians whose parents are domiciled in Burma. The institution of a Medical School in Rangoon, which has been approved and for which stipends have been provided, should enable Medical students in Burma to obtain facilities for their professional education without leaving the province.

Pâli Schools.

9. There is no Oriental College in Burma. The lack of one is to some extent supplied by the institution of the special examinations held by the Department in Pâli. These tests are known as the Patamange, Patamalat,

Patamagyi and Patamagyaw. The subjects include Pâli grammar and composition, translation into Burmese and the study of selected texts and commentaries. Similar tests were held in the days of the Burmese kings and were under the patronage of King Mindôn himself. The present examinations are a revival (instituted in 1896) of the Burmese ones in a modified form. In the conduct of them the support of Buddhist communities, the *Thathanabaing*, and the *Sadaws* is enlisted. The vast majority of the candidates are *pôngyis* though there is a sprinkling of nuns, and a few lay men occasionally compete. The numbers passing the four grades respectively in 1906-07 were 70, 8, 7 and 1 as against 27, 23, 11 and 1 in 1901-02. The Patamagyaws during the period have been Shin Eindathaba of Maha Wizayayama Taik, Ngathainggyaung; U Nandiya of Mogaung Taik, Kyaunggyi, Mandalay; U Kalyanabiwuntha of Bingala *Sayadaw* Kyaung, Rangoon; Shin Thuriya of Wizaya Yama Taik, Patheinnyun Kyaung, Rangoon; and U Pandeita of Pye Kyaung, Moulmein.

Finance. Statement IV.

10. Expenditure on Collegiate education is met from provincial revenues, fees and private sources. That from provincial funds upon the Government College has declined during the period, the reduction being due to the retirement or death of certain senior officers and a consequent readjustment of salaries. Provincial expenditure upon the aided college remains stationary. The income from fees has risen, as too has that from private sources, though the latter increase is not a very marked one. Altogether, owing to the reduction stated above, expenditure upon Arts Colleges is one of the very few items that show a distinct falling off in the quinquennium. In these circumstances expansion and improvement were hardly to be expected. The expenditure, on the other hand, upon the law class has nearly doubled, both the fees and the allotment from Provincial Funds having risen considerably.

CHAPTER IV.

SECONDARY EDUCATION.

General remarks. (i) Anglo-Vernacular Secondary Schools.

1. The fourth Quinquennial Review of Education issued by the Government of India asserts that the present system of public secondary education is an exotic introduced by Government and Missionaries and having but little indigenous foundation. Pruned of its somewhat mixed metaphors, this description is still applicable to Secondary Education in Burma at the present day. The vast majority of secondary schools belong either to missionary bodies or to one or other of the manifestations in which Government reveals itself to the people. And of these institutions, those in which English as well as Burmese is taught and which are therefore usually styled "Anglo-Vernacular," preponderate in public esteem and importance. In such schools it has been the custom for native children of the tenderest years to begin English in the lowest standard, and thus wrestling in infancy, if they are Burmans, with two languages, if they are Karens or Shans, with three, to grope onward and upward through three stages, the Primary, the Middle and the High, until they reach the goal of the Calcutta University's Entrance Examination. Not that Karen or Shan is taught in these schools, but being the home speech of their families and fellow tribesmen these languages are, perhaps perversely, yet not unnaturally acquired by the children, somewhat to their own tribulation and to that of their school masters hereafter. With a few of those who join at a later age, at least among the Shans, there is an additional danger of the possible acquisition of the Shan script (both for reading and writing) achieved under a *Pôngyi* in a monastic school. Divagations in this kind are usually discouraged or repressed by the cautious enthusiasts for English education who profess to find the ten years of the existing Anglo-Vernacular course all too short a time in which to prepare the Oriental boy for the Western studies of the Calcutta test.

(ii) Vernacular Secondary Schools.

2. Vernacular Secondary Schools there are, but the course in these institutions and more particularly the books prescribed have as little intimate connection with the subjects of truly indigenous education as have the books and courses of the English schools. They represent for the most part translations or adaptations

from the English, and even the 'Readers' have little of Burman life or thought or colour in them. How far this is inevitable and to what extent the ancient indigenous system might be transfused into our modern and alien education are questions of difficulty which could not be satisfactorily discussed within the limits of a general report. It is probable that any intermingling of spirit or matter that takes place must involve a transfusion in two directions, from the new to the old as well as from the old to the new. Sidelights on the problem will be found under the chapters headed 'Primary Education' and 'Private Institutions.'

Statement III.

3. A glance at tables of figures for what are called "English" Secondary Schools might lead to the impression that the demand for higher English education was steadily increasing. Upon analysis however it would be found that such a conclusion was delusive. In the course of ten years indeed the total of pupils in English secondary boys' schools has more than doubled while the number of schools has increased by a little less than one-third. Among the divisions Pegu takes the lead for sheer numbers, but Meiktila, Tenasserim and Mandalay excel it in respect of the rate of increase. The establishment of an English "secondary" school in the Southern Shan States for the sons of Chiefs is also a significant fact. Yet when all is said, these so-called "secondary" pupils have in the large majority of cases not passed beyond the middle stage, and will not do so, while many are included in the primary departments attached to the "secondary" schools.

Growth of Vernacular Secondary Schools and a comparison of the increase in them with that in Anglo-Vernacular Secondary Schools. Statement III.

4. A similar defect besets combined figures for Vernacular schools. Apart from this, however, the latter class of institution affords matter for interesting reflection. In the case of English schools the striking increase is in scholars not schools, whereas in that of Vernacular institutions it is in schools as well as scholars. During the *decennium* the total of the former has been considerably more than doubled, while that of the latter has been very nearly trebled. Yet on the other hand in spite of the large number of vernacular secondary schools and of the greater expense and difficulty of an English course, the pupils in them only muster some 9,000 odd more than those in the corresponding English schools. It is apparent therefore that while the province may congratulate itself on the numerical advance achieved on both lines, English and Vernacular, the attractions of the English variety are exceedingly powerful. Nevertheless in the quinquennium just completed a vigorous effort has been made to stem the tide and to divert the flow of educational aspirations into vernacular channels. The result is that for this period the actual increase in vernacular secondary schools has been more than one and two-third times greater than that of the preceding quinquennium, while the increase in pupils has been practically doubled. It seems therefore that, in spite of the alien character of much of the vernacular instruction in these schools, a considerable measure of success has been attained in popularizing them among the classes for whom they are intended.

Management of Anglo-Vernacular Schools. Statement III.

5. Of the English Secondary boys' schools 12 with a total of 2,026 scholars now belong to Government and 16 with 3,796 scholars to Municipalities. In 1901-02 the figures were respectively 3 and 1,148 for Government and 14 and 2,447 for Municipal institutions. Aided schools of this class on the other hand have declined in number from 59 to 57 though the total of their pupils has increased by 3,349. The obvious factor in these fluctuations is the development of State owned institutions. Among the latter the following have come into being in the period:

Government Anglo-Vernacular Middle Schools at Sandoway, Kyaukpyu, Paungdè, Maymyo, Sagaing and Mandalay (the last being a practising school attached to the Anglo-Vernacular Normal School*), and the Government European School, Maymyo, the Government Anglo-Chinese School, Bhamo, the Government Anglo-Vernacular High School, Thazi, the Government School for the sons of Shan Chiefs, Taunggyi. The two new Municipal schools are at Yandoon and Ma-ubin. Hence this distribution of Government English Secondary Schools covers the divisions of Arakan, Mandalay, Sagaing, Pegu and Meiktila, *i.e.*, 5 of the eight divisions of Burma. The Irrawaddy Division alone remains without a

*[NOTE.—Separate figures for this were not sent in].

Government Secondary English school, Tenasserim and Minbu already possessing one each. Aided English Schools (including mission ones) however still greatly preponderate.

Management of Vernacular Secondary Schools. Statement III.

6. The extension of State ownership is more marked in the case of vernacular secondary schools. Whereas in 1901-02 all schools in this category were classed as aided and none belonged to Government we have now eight vernacular secondary schools owned by Government with 686 pupils. Municipalities however still prefer to possess English rather than vernacular secondary schools and their column in the table remains a blank. Perhaps when they find that they can no longer afford the luxury of English Schools, Municipal bodies will devote more attention to that which seems to have a more imperative claim on their support, *i.e.*, vernacular education. The extension of State ownership has not precluded the development of aided vernacular secondary schools which have increased by 157 with a total of 27,489 pupils against 16,013 in 1901-02. Some of the most interesting of these aided vernacular secondary schools are those kept by *Pôngyis* who have adopted the Departmental system of instruction and have developed middle or high departments or both from their monastic schools. Good examples are U Pyinnya's school at Nathainggyaung, U Thela's at Sagaing and U Adeissa's school at Mindôn, Thayetmyo.

Future developments.

7. In the course of the new quinquennium the development of the principle of State ownership will, it may be surmised, proceed, so far as English secondary schools are concerned, by way rather of relieving Municipalities of burdens to which they are unequal than of establishing a large number of new schools. Similarly in the case of vernacular schools the development of existing primary into middle and of middle into high schools will call for at least as much attention as the institution of totally new schools, though, provided that a larger amount of District Cess Funds can be devoted to the purpose, the possibilities of extension in this direction also are by no means exhausted.

Grades of secondary schools. Statements III & V.

8. Turning to the grade of education given in these secondary schools we find that among the English schools the high schools have increased by 3 while vernacular high schools stand at 8 against *nil* in the year 1901-02. Standards VIII and IX of the vernacular curriculum were of course extant prior to this quinquennium and examinations were held under them, mainly for the benefit of normal students and candidates for the 3rd grade advocateship. So far as ordinary schools however were concerned they were 'educational fictions.' The number of pupils attending English high schools for boys has increased by 1,473 but only 737 pupils are actually in the high department as against 753 in 1901-02. In this regard we stand on a much lower level than in 1904-05 when this item rose to 971, the maximum in the quinquennium. The total number attending vernacular secondary schools for boys is 28,175 but of these 31 only are in the High Department. It is plain therefore that the bulk of secondary scholars Anglo-Vernacular or Vernacular does not rise beyond the middle department and that the high-departments do not show the signs of healthy growth.

Decline in the High School stage.

9. In regard to these ominous indications in his own division the Inspector of Schools, Central Circle, writes:—

> "Vernacular middle schools teaching as they generally do nothing but Burmese, Arithmetic and Geography are not properly described as 'secondary': yet such institutions account for more than one half of the attendance. Vernacular high schools may certainly be so described but they number only 5 in this circle and no more than 8 of their pupils obtained a pass in high standards. The figures for attendance therefore in High Standards (in the Central Circle) refer almost entirely to the Anglo-Vernacular side. They indicate a growing indifference to advanced education."

From which somewhat inadequate data the Inspector educes the gradual extinction of the High School in the present quinquennium. The ground of this indifference probably lies in the advantages conferred by the middle school (or Seventh standard) certificate which serves as a means of entry to various services and professions. Were a higher standard fixed in the case of Government posts this middle school qualification would cease to be what it has become for so many

youths, *viz.*, a school leaving certificate. As regards the vernacular high schools the fact that except for the 3rd grade Advocateship and the teaching profession the passing of the Ninth standard has little practical value is enough to account for the comparatively thin attendance. Thus the stimulus that is afforded in some other provinces by the existence of an Anglo-Vernacular School Final Examination and of a Vernacular Public Service test, both dealing with the highest courses in their respective spheres, both conducted by the Education Department and both serving as the minimum means of access to Government service, is conspicuously wanting.* It is scarcely likely that the Cassandra-like vaticinations of the Inspector of Schools, Central Circle, will be literally fulfilled but the need of some additional stimulus as well perhaps of more varied curricula appears to be plainly indicated.

The Anglo-Vernacular Course.

10. The courses for both Anglo-Vernacular and Vernacular schools are those laid down in the Burma Education Code, the Department and the Educational Syndicate being jointly responsible for their adoption. The Anglo-Vernacular course is almost entirely 'literary' and leads solely to the Calcutta University Entrance no alternative being offered and no scheme of bifurcation having been carried through in the quinquennium. That even as a means towards passing 'The Entrance' the course has not proved an unqualified success is evinced by the figures of candidates passed and presented. During the period 1,537 candidates appeared and only 582 passed. Minor alterations effected in the Anglo-Vernacular course between 1901-02 and 1906-07 include the revision of the Pâli and Latin courses. Substantially however the course remained unchanged. In the last year however of the quinquennium, in consequence of the new Calcutta University regulations, it became necessary to set about recasting the curriculum. In so doing it was found desirable to devote more time to Burmese and less to English in the lowest standards (especially to reduce the use of printed English text books in these classes) to reinforce the principle that in the primary standards the medium of teaching should be the Vernacular and to rearrange the standards so that the High School stage should contain three instead of two as heretofore. Greater freedom moreover in the way of optional and technical courses was to be granted to managers. In the secondary portion of the vernacular curriculum (which, like the Anglo-Vernacular, is almost exclusively literary) the chief changes were :—

Passes in the Entrance. Statement VI.

Changes in the Vernacular Secondary Curriculum

(1) The remodelling of the Pâli course ;
(2) The requirement of Euclid, Algebra and the History of Burma as compulsory in Standards VIII and IX (formerly they were optional in Standards V to IX inclusive) ;
(3) The extrusion of the History of India and the History of England from the curriculum ;
(4) The transference of 'technical' subjects to the optional list and the abolition of the technical list ;
(5) The publication of a syllabus in elementary science, hygiene, etc., for the middle standards (see under primary education.)

Defects teaching.

11. The effect of the changes now proposed will be manifested in the current quinquennium. So far as the Anglo-Vernacular course goes, it is hoped that the changes will obviate some of the defects noticed by the Inspectors. Thus the Inspector of Schools, Central Circle, writes :

"In English far too much time is devoted to the learning of Grammar (Parsing, Analysis, abstract rules and terms, etc.,) which when treated, as itusually is, in a mechanical style imposes little mental strain on the teacher and brings no profit to the pupil."

The Inspector of Schools, Western Circle, points out that at present even after matriculating "a Burman has seldom enough command of English to take up the literary course of the College" and that in order to pass the University examinations he has recourse to 'keys' published in Calcutta, a practice which however obtains also in High and Middle schools. "This cramming of English 'he adds' may be said to be the root of the evil." He confirms the Inspector of Schools, Central Circle in his view that too much attention is given to grammar,

* NOTE.—Since this was written a High School Final Examination has been proposed by the Government of India.

"the result of which is that a boy has a store of rules which he can reproduce but not apply." Both Inspectors agree that in mathematics and history the teaching is almost equally mechanical and unreal. In the early standards excessive attention is attached to the linguistic side of so-called object lessons which are usually given in English. Moreover the comparatively moderate qualifications of the teachers and the inadequacy of the training system have tended to nullify the many good points that the curriculum undoubtedly possessed. *Mutatis mutandis* much of the above criticism applies to the work done under the vernacular curriculum, but in that case the pupils are at least dealt with in the medium of the vernacular and therefore peer less darkly through the somewhat dim and distorted mirror which the teacher holds up to nature.

Age of Pupils in Anglo-Vernacular schools.

12. The age of the pupils in Anglo-Vernacular secondary schools is a factor to be considered in this connection. The greatest admixture of ages is found in the primary and middle standards. Thus I have seen schools in which pupils' ages ranged from 8 to 18 in Standard III, from 10 to 20 in Standard IV, 10 to 21 in Standard V, 12 to 22 in Standard VI, and 13 to 22 in Standard VII. In the High School stage the ages are somewhat more level, ranging from 15 or 16 to 21 or 22. The difficulties of drawing up and teaching a suitable and sufficiently elastic curriculum are of course enormously increased by this diversity of age. Disparities also occur in vernacular schools but they are not usually so wide in range.

Buildings of Secondary Schools.

13. The buildings of aided Secondary Schools remain much as they are described in the last Quinquennial Review of the Government of India (page 103, Volume I.) Considerable sums have been expended in grants-in-aid towards the erection of new buildings of which 40 have been put up during the quinquennium at a total cost to Government of Rs. 2,93,605. The extension of State owned secondary schools has entailed the erection of special school houses the total number of those completed during the period being 3 at a cost of Rs. 1,54,026. These are situated at Thazi, Sagaing and Maymyo. In 1906-07 a series of type plans for Government Middle and High Schools was produced jointly by the Public Works Department and the Education Department, copies of which will be reproduced in a compilation dealing with school buildings to be published by the Director General of Education in India. In these plans brick-nogging has largely taken the place of wood as the main building material. The book wil also contain selected specimens of aided school buildings recently erected in Burma.

Equipment.

14. Considerable improvement has also been effected in equipment, especially as regards desks (in which American and European patterns are tending to supersede the old and cumbrous jail types), pictures, charts, Slöjd tools and Kindergarten paraphernalia. Scientific apparatus and object lesson specimens however are very defective; practically no school possesses a genuine school museum and very few have reasonably good libraries either for teachers or pupils. Without these necessary adjuncts no work can be of high efficiency, least of all scientific work.

Finance. Statement IV.

15. Expenditure upon English Secondary Schools for boys has risen during the quinquennium by 68 per cent. Provincial funds contribute not quite one-third and fees nearly one-half, the remainder coming from Municipal and Local funds and 'other sources.' The main increase has been effected under Provincial Funds but all heads show a marked development. The expenditure on vernacular secondary boys' schools shows a still higher increase of 121 per cent., provincial expenditure under this head having nearly quadrupled since 1901-02. The average cost of a secondary school and of the secondary school product has increased, the main reason being increased expenditure upon staffs. Expenditure upon scholarships in secondary schools has risen slightly but has scarcely kept pace with the increase in schools and scholars.

Statement IV.

16. The total increase in expenditure upon Secondary education for boys and girls is Rs. 5,50,513, the bulk of which is due to the receipt of an imperial grant of four lakhs in 1902-03.

CHAPTER V.

PRIMARY EDUCATION.

General remarks.

1. Primary schools (other than those for Europeans) in Burma fall naturally into two classes—Anglo-Vernacular and Vernacular The former subsist often, though by no means necessarily, as the initial departments of larger schools which include one or both of the higher departments. Thus, their management, status and curriculum are determined by the conditions which affect the larger schools of which they form an actual part or into which they hope to develop. They are conducted mainly by three agencies—Government, Municipalities, and Missionaries. Outside of these however there exists a certain number maintained by non-official or non-sectarian bodies or by private persons. Not all of the latter class receive aid from Government or come within the official cognizance of the Department. Anglo-Vernacular schools of whatever grade are naturally products of the towns or of official centres, and as such have little essential connection with the life of the great bulk of the community. It is not in them, therefore, that an educational enquirer would expect to find the genuine educational needs of the rural and agricultural population provided for, nor is it in them that provision for such needs should usually be made. On the other hand Vernacular schools might naturally be expected to cater more especially for the wants of the latter classes mentioned and thereby more than superficially to differentiate themselves from their Anglo-Vernacular competitors. In this way the dictum of the Education Commission of 1882 that the object of primary education is "the instruction of the masses through the vernacular in such subjects as will best fit them for their position in life," and the principles of the despatch of 1854, reiterated in 1859, in accordance with which useful and practical knowledge suited to every stage of life should be disseminated to the masses through the vernacular, English being left to those for whom a knowledge of Western science and that language was indispensable, would have been amply and satisfactorily observed. In Burma the letter of the law has been kept, with certain exceptions, *e.g.*, mission jungle vernacular schools in which English is taught "out of hours", but the spirit of the curricula, Vernacular or Anglo-Vernacular, has not been altogether one with that which animated the expounders of the principles set forth above.

Use of the term Indigenous.

2. Vernacular Primary schools are likewise conditioned by the fact that they form or may form portions of a greater whole. But the number of isolated vernacular primary schools is comparatively large and will always remain so. The agencies that maintain them are mainly Government, private laymen, and the Buddhist monastic order. Municipal and District Cess Funds contribute grants-in-aid towards them, and a certain number (less perhaps than an outside investigator would expect) are the property of missions, or of native "churches" which owe their origin to missionary zeal. The system under which education is given in these schools varies according as the management has or has not adopted the Departmental curriculum, a fact that is somewhat obscured by the local use of the word "indigenous." As applied hitherto in Burma this term covers all schools in which the medium is the vernacular and in which English is not supposed to be taught, no matter whether the methods and form of instruction are strictly those of the original system of the country or conform to the conventional and alien requirements of the Department.

Number of Primary schools. Statement III.

3. It was remarked in 1901-02 that a decline had taken place in the number of primary schools for boys, a phenomenon that was accounted for by the statement that in the quinquennium ending in 1896-97 returns, especially in Upper Burma, had been unduly magnified. Hence at the close of the quinquennium under report the net increase in the whole decennium is comparatively small, the percentage of increase for schools being 6 and for pupils 30. For Anglo-Vernacular Primary schools however apart from Vernacular the percentages for the quinquennium are very much higher, the figures of increase for pupils and schools being respectively 62 and 58 per cent. There has been a considerable increase in the number of Anglo-Vernacular schools of this grade in the Irrawaddy and Minbu Divisions, but Pegu still heads the list, while in Tenasserim and Sagaing there have been slight

decreases. One Anglo-Vernacular Primary school has been planted in the Northern Shan States and another in the Southern Shan States. As regards the vernacular primary schools all divisions show increases and at the close of the quinquennium there were nine such schools in the Southern Shan States, ten in the Northern Shan States and one in the Chin Hills. The percentage of the male population of school-going age that is under primary stages of instruction has very slightly declined as compared with the figures of 1896-97, but an increase of 3 per cent. on those for 1901-02 would indicate that the lee-way made in the previous quinquennium is being rapidly regained. The large majority of the pupils (roughly 80 per cent.) still attends primary schools but these figures are a little better than those of 1901-02, which shew that only some 16 per cent. then attended secondary institutions.

Pupils in Primary Schools.

Night Schools.

4. Night schools there are none.

Management of Primary Schools. Statement III.

5. In the matter of management the principle of State ownership and control has been largely developed during the period. For one Government school with 21 pupils listed in 1901-02 the province now possesses 28,. Vernacular or Anglo-Vernacular, with 1,432 pupils. On the other hand the remarkably scanty number of primary schools owned by district or municipal boards has diminished by one half, *i.e.*, from 2 to 1. Aided schools have increased roughly by 1,000 with a gain in pupils of 37,904, or over 30 for each new school. As regards the classes of managers it may be noted that of Anglo-Vernacular Primary schools 5 belong to Government and 29 to Missions, non official bodies or private persons. In the latter class the Mission schools number 21. Approximately precise figures for unregistered Anglo-Vernacular Primary schools cannot be given: 5 only have been noted. Of Vernacular Primary schools 23 are the property of Government, 2,899 belong to lay managers, 2,369 to monks and 97 to missions. These figures represent registered schools only. The number of unregistered vernacular primary schools can only be very roughly estimated: possibly it amounts to 15,160 and of these the large majority would be *pôngyi kyaungs*.

Anglo-Vernacular Primary curriculum.

6. Within the quinquennium few changes of importance were accomplished in the curriculum for primary Anglo-Vernacular schools but, as has already been noted, in 1906-07 it was found necessary to revise the Anglo-Vernacular curriculum as a whole. As early as 1902-03 it had been ruled that all subjects other than English or foreign languages should be taught in Standards I to IV inclusive through certain recognized vernaculars (except in the four large Rangoon Anglo-Vernacular High Schools). In the revision of 1906-07 this reform was carried somewhat further and it was recommended to limit English in the first three standards to conversational lessons, printed text books being introduced in Standard IV only. Further the numerical arrangement of the Anglo-Vernacular classes was changed, and the Anglo-Vernacular school was to begin from Standard I, the term "Infants" being abolished as the designation of the initial standard. The English Grammar hitherto required from juvenile classes was not to be attempted till the Middle school. Burmese Grammar was to be begun in Standard IV instead of Standard II. Graded Object lessons in the primary schools were to be required from Standard I upwards in Burmese.

Vernacular curriculum.

7. A revised Vernacular curriculum was issued in 1903-04 "for the information of all concerned" but in the Annual Report dealing with that year it was stated that the revised curriculum could not come into force until the necessary text books and Teachers' Manuals had been prepared and till teachers trained up to the new system were obtainable. The revised primary curriculum differed from its predecessor in the following main points:—

(1) the division of the "Infants" into two classes—
(*a*) of those aged six and under, (*b*) of those aged seven and under,
(*b*) class representing a stage higher than (*a*),

(2) the possession (as an appendix) of a syllabus, in which the two initial sections contained Kindergarten and Object lessons for Infants classes (*a*) and (*b*) while the rest provided lessons in agriculture, botany, physiology, physics, chemistry, hygiene and domestic economy for Standards I to VII inclusive. With these lessons, which in the earlier stages were to be conversational, went verses and anecdotes of a moral tendency;

(3) the insistence upon Pâli as an alternative compulsory subject from Standard III upwards ; *i.e.*, as one of the compulsory subjects schools were to take elementary science and object lessons *or*, if they were monastic schools, Geography and Pâli ;
(4) the inclusion of manual training (from Standard I) in the list of optional subjects ;
(5) the transfer of drawing, gymnastics and calisthenics from the list of technical subjects to that of optionals, the " technical " section being abolished altogether.

8. Although the books and Teachers' Manuals which had been expected were not forthcoming, the new curriculum was eventually put into force in 1905-06. It was soon found however that the syllabus (which was a production borrowed from another province with practically no adaptation to Burma) was by no means acceptable, and in 1907 it was proposed to supersede it by another which would be more specially adapted to the conditions of the province. Minor modifications of the curriculum were also suggested in the same year, one of which involved the disjunction of Pâli and Geography, a combination most distasteful to the *Pôngyis* and not essential, another the discontinuance of the two divisions of the Infants, an arrangement which as a hard and fast rule was unnecessary and could be better left to the discretion of managers.

Examinations in Primary Schools.

9. Examinations for promotion in the Infant Standard to Standard III (inclusive) in Anglo-Vernacular Schools are held by the managers and staff, subject to revision by the Inspector of Schools at his inspection. In Anglo-Vernacular Standard IV Inspectors or Assistant Inspectors hold the promotion examination at various centres. In Vernacular Primary schools collective examinations for the Upper Primary and Lower Primary stages respectively are similarly held by Deputies and Sub-Inspectors.

Pôngyi kyaungs and their courses.

10. As a conclusion to a description of the vernacular courses and the examinations, some brief remarks (based on the report of the Inspector of Schools, Northern Circle, who has specially studied the subject) concerning the monastic schools may be added. These fall into two classes, the registered and unregistered. In the former the Departmental vernacular curriculum is for the most part adopted, though in practice certain subjects of which *Pôngyis* disapprove as vain and worldly learning or as science falsely so called (*e.g.*, geography, botany, physics, etc.) are not pressed. Thus the staple of such instruction consists of the " 3 R ' s " with a modicum of Pâli (this is sometimes, though not always, taught with Burman renderings side by side with the Pâli) and, if the *Pôngyi* is advanced, object lessons of a kind. The *Pôngyis* employ assistants some of whom have normal certificates and occasionally the *Pôngyi* himself may possess one. In the unregistered schools the *Pôngyis* follow their own and ancient devices, the instruction consisting mainly of reading and writing and, sometimes, but not always, arithmetic. Pâli is done but some of it is learnt by rote as the Arabic Koran is learnt in Mullahs' Maktabs in India. The Inspector of Schools, Northern Circle, also points out that in many schools Burmese is taught for the sake of Pâli : hence " the Burmese vocabulary of pupils educated for several years in such schools is so limited that though they can perhaps read a Burmese newspaper they do not understand what they read. "

11. It is the fashion to laud the old monastic system of instruction and to imply that the Education Department is rapidly subverting it and providing an inferior substitute. If the officers and persons who admire the ancient methods of the *Pôngyis* were to be left dependent upon them for the supply of subordinates, they would rapidly arrive at a better appreciation of their practical value. What is worth retaining in the monastic system is the respect for authority, the moral influence of grave and reverend monks who have forsworn the pomps and vanities of the world, and the intellectual culture consciously or unconsciously produced by the study of a dignified classical language which is moreover the vehicle of the people's religious aspirations. But for practical life a more concrete, regular and definite education is essential. Hence the ideal would seem to be the utilization of the *Pôngyi* and the *kyaung* as widely as possible, coupled with the

introduction of an elastic curriculum, the staple of which should be the "3 R's" plus such subjects as the rules of monasticism (which are less narrow than is commonly supposed) would admit. A modification of the present vernacular curriculum would probably be sufficient for the purpose. The official head of the Buddhist religion, the *Thathanabaing*, has been approached on the subject.

The registration of *Pôngyi kyaungs*.

12. At present there is much difficulty in inducing *Pôngyis* to accept registration. Deputies and Itinerant Teachers are often young men and lacking in tact and deference. The rules of Vinaya (by which a *Pôngyi* can only accept assistance in four kinds, *viz.*, food, medicine, shelter and a robe) also stand in the way of direct payments of grant. The more general recognition of Kappiyatagas (or *Pôngyi's* agents) would probably obviate this difficulty. Lastly means for supplying on a more extensive scale teachers capable of dealing with subjects which the *Pôngyi* either cannot or will not teach, have to be considered and worked out.

Buildings and equipment.

13. The majority of lay vernacular schools are conducted in ordinary Burman houses; on the whole, these being lighter and airier than corresponding dwellings in India and generally raised well above the ground, such accommodation is not unsuitable. A special form of vernacular primary school house modelled on these lines has recently been evolved. It is raised on posts some 8 or 10 feet high, and contains one large room for the pupils and another for the head teacher. The materials are wood, bamboo and mat and the total cost is Rs. 500. Two hundred of these schools have been set up in the last two or three years the cost being borne in each case either entirely by Government or by Government and the villagers. When the building is ready a lay manager (*i.e.*, head teacher) is installed who receives fees from his pupils and a fixed or results grant from Government. For the Government Primary schools much bigger buildings of wood and mat comprising one large central room and two side class rooms, with verandahs, have been devised by the Public Works Department. They are however expensive, the cost averaging about Rs. 5,000. Anglo-Vernacular primary buildings follow the lines of Anglo-Vernacular schools in general. In equipment considerable improvements have been effected and most primary schools have a fair supply of charts, pictures, maps, etc., but apparatus for elementary science and specimens for object lessons are still mostly to seek. Many schools have wooden desks and benches, but in the new "500 Rs. schools" a specially low form of desk 1′ 6″ high and 1′ 6″ wide has been introduced. The children sit on mats on the floor and write at these low desks in the manner of the country.

Finance. Statement IV.

14. Expenditure upon primary schools for boys has risen in the quinquennium by 70 per cent. the provincial item being responsible for nearly one half the total, and having increased by 164 per cent. Only a little less than one-ninth however of Provincial funds is devoted to institutions under public management, though this amount represents a remarkable enhancement on the corresponding figure for 1901-02. All other heads show important increases. The item of 'fees' is a peculiar one and is discussed in the chapter on Finance. The average cost of both a primary school and a primary scholar has more than doubled in the decennium. The total enhancement of expenditure on primary education for boys and girls amounts to Rs. 2,76,248 and is mainly due to the receipt of an imperial grant of two lakhs first received in 1905-06.

Fees.

15. The fees for an Anglo-Vernacular Primary School are Re. 1 a month for Infant, first and second standards; Rs. 2 for third and fourth; Rs. 3 for fifth, sixth and seventh; and Rs. 4 for eighth and ninth. Those for Government Vernacular Primary Schools have been lately fixed at 4 annas in Infant, first and second standards; 6 annas in third and fourth; 8 annas in fifth, sixth and seventh; and Re. 1 in eighth and ninth for boys. The girls are charged a fee of 4 annas in all standards. In lay schools the rates are usually reckoned (under the last edition of Chapter V of the Code) at 2 annas, 4 annas or 8 annas per mensem according to the circumstances of the school. Reliable statements of the fees actually received in such schools are not easy to obtain. Much is often given in kind and this is the rule in Karen schools, Anglo-Vernacular or Vernacular. Monastic schools charge no fees though pupils make presents in

kind to the monks. A proposal to abolish fees in primary and middle vernacular schools has been under discussion. Such a measure would be a step towards compulsory education but it is doubtful if it is essential in the present condition of Burma, where, while the fee rates do not press heavily, much additional expense would accrue to Government were fees abolished altogether.

16. *Total expenditure on Primary Education including that for Primary Departments of Secondary Schools.*—The total expenditure on Primary Education including that for Primary Departments of Secondary Schools was Rs. 11,29,378 against Rs. 10,20,540 in 1905-06. (Figures for 1901-02 are not available). The funds were distributed as follows:—(*a*) Towards the Primary Departments of Secondary Schools, Provincial Funds contributed Rs. 1,94,151 against Rs. 1,50,804 last year; Local Funds Rs. 28,622 against Rs. 29,762; Municipal Funds Rs. 89,441 against Rs. 88,629; Fees Rs. 2,22,299 against Rs. 2,07,371; and other sources Rs. 45,973 against Rs. 53,722: (*b*) Towards the purely Primary Schools, Provincial Funds contributed Rs. 2,46,183 against Rs. 1,99,249; Local Funds Rs. 1,98,631 against Rs. 1,95,003; Municipal Funds Rs. 61,747 against Rs. 61,820; Fees Rs. 30,785 against Rs. 27,332; Other sources Rs. 11,546 against Rs. 6,848. The average cost of educating each pupil of the Primary Departments of the Secondary schools was Rs. 15·8 against Rs. 16·03 last year, and that for the purely Primary Schools was Rs. 3·5 against Rs. 3·3. Statement IV

CHAPTER VI.

TRAINING SCHOOLS.

1. The system adopted for the training of teachers and the award of normal certificates in Burma is set forth in outline on pages 195, 199, 206 and 209 of the Fourth Quinquennial Review of Education issued by the Government of India and is also stated very briefly in the Burma Quinquennial Report of 1901-02 (pages 26, 27). The Burma Education Code of 1901—1906 gives full if somewhat confused details. A mention of some of the more salient features of the system as applied in practice in 1905-06 will be found in the Annual Report for that year. The tabulated statements on pages 206 and 209 of the Government of India Review contain no mention of the Higher Grade Certificate Course which was started in the year 1892. For admission to this course the Calcutta University Entrance certificate or a higher academic qualification was accepted. There was never however a great influx of candidates for this certificate: at first the majority were private students, latterly pupils from Normal schools entered. But in the whole quinquennium not more than 34 passed the examination. The Vernacular courses never rose to a Higher Grade test and even the Secondary grade did not aspire beyond the passing of the Vernacular Seventh standard examination, plus a minimum of "professional" instruction in school management and the theory and practice of education. The professional work alike in the Anglo-Vernacular and Vernacular courses was taken out of hours, and the main object of Normal students was in the case of the vernacular classes to pass Standard VII and in that of the Anglo-Vernacular pupils to have the Entrance certificate to their credit. In order to achieve these ends not a few neglected the professional side of the training and sought to evade the obligation to enter the teaching profession. The professional examinations in theory were and still are conducted by the Educational Syndicate, which utilizes the personnel of the Department having no staff of its own available for such a purpose. Lastly the system was distinguished by a confusing and unnecessary multiplicity of certificates partial or final, literary, theoretical or practical, signed by a variety of authorities. **The system of training in Burma.**

2. The lowness of the qualifications for admission, and the unsuitability of the final literary tests, the unsatisfactory position of the professional work and the misuse of the opportunities that Normal Schools provided, together with the generally confused exposition of the rules in the code, called for a comprehensive revision which was undertaken in 1906-07. The new normal rules have since been sanctioned and will be applied from January 1908. Under them the ages of and qualifications for admission have been raised, improved literary courses (including a vernacular course corresponding to the Higher grade) not synonymous with, **Revision of the Burma system.**

though not opposed to the ordinary Anglo-Vernacular or Vernacular school standard courses, and a revised professional course will be introduced. The rates of stipends awarded to normal students will be raised from Rs. 7 to Rs. 10 and a higher scale of pay will, if funds are available, be permissible for Normal School staffs.

The question of "outsdie" candidates.

3. Of other changes that have taken place in the quinquennium the most important and far reaching has been the withdrawal in 1905-06 of the test in theory for "untrained" Anglo-Vernacular teachers. "Untrained" in this connection means "not having passed through a Normal School." So long as this examination existed teachers or would-be teachers were able to obtain a certificate of teaching capacity without going through a Normal School. Hence the influence of these institutions was discounted and curtailed. As was pointed out in the Annual Report for 1905-06 the change proved somewhat premature, and as it precluded many teachers who were already in schools from obtaining a certificate, both discouraged them and also cut off useful sources of supply that the province could ill afford to lose. Moreover it implied the tacit assumption that passage through a Normal School is the only proper way of gaining professional training as a teacher. In other countries (notably in those of the North of Europe) this assumption is by no means conceded. Where a person has attained a decent standard of education (*e.g.*, a University degree) it may be preferable to place him in a selected school where under proper guidance by the Head and staff and under inspection by the educational authorities he may be able to pursue the requisite theoretical studies and at the same time to apply them in real practice. To prevent students of this type from appearing for recognized teachers' tests would be a grave injustice and at the same time educationally impolitic. Under the new rules a reversion to the former practice, with due precautions, is contemplated.

The number of Normal Schools for men. Statement III.

4. The number of Normal Schools for masters has risen from 6 to 8 in the quinquennium. The increase is due to the institution of two additional Government Normal Schools at Rangoon and Akyab in 1903-04. The number of aided institutions remains the same, *i.e.*, three, but they have lost slightly in pupils. The total number of students in attendance at such schools, both aided and Government is 448, a gain of 59 only in the quinquennium but of 289 since 1896-97 when there were only two Normal Schools in the province.

Government Normal Schools.

5. The Government Normal Schools are situated at Mandalay, Rangoon, Moulmein, Akyab and Toungoo. Of these the last is entirely Vernacular, while Rangoon is entirely Anglo-Vernacular. The others contain both Anglo-Vernacular and Vernacular classes. The Anglo-Vernacular classes at Rangoon and Moulmein utilize the Government Anglo-Vernacular High Schools at these places respectively for practising schools. The Mandalay Anglo-Vernacular school was long dependent upon outside aided schools for this purpose but the nucleus of an Anglo-Vernacular High School was attached to it in 1906 and now serves as a practising school. At Akyab the Anglo-Vernacular normal classes use the Municipal High School. The Mandalay institution has a Vernacular practising school on the premises for the use of its vernacular classes, as too has the Normal School at Toungoo. In Moulmein there is a vernacular practising school situate in the same compound as the Anglo-Vernacular Normal School and the High School. Special new buildings have been proposed for the practising schools at Akyab and Moulmein and for the Normal Schools at Akyab and Toungoo which at present are located in hired houses. A scheme of extension is also under consideration for the Mandalay Normal School. As a whole the Government Normal Schools are not yet fully provided with suitable accommodation or equipment. The agglomeration of so many and various institutions in one compound that is found at Moulmein and Mandalay, though it has obvious advantages, has led to a certain amount of confusion in general organization and in the distribution of the staffs. At Akyab the Anglo-Vernacular classes have not proved popular and it is doubtful whether their maintenance is desirable. Educationally it is preferable that Anglo-Vernacular teachers should, if possible, be trained at centres of light and leading rather than in remote and comparatively inaccessible corners of the province.

Aided Normal Schools for men.

6. Of the aided Normal Schools for masters two are attached to the American Baptist Mission College and St. John's Collegiate School, Rangoon. The former comprises Anglo-Vernacular and Vernacular Normal classes, the latter only Anglo-Vernacular. The third aided school is a vernacular one at Thônzè under the Roman Catholic Mission. All of these institutions have done useful work and supply teachers for Government as well as for aided schools. In buildings and equipment they are no better than, if as good as, the Government institutions.

Normal Schools for women.

Statement III.

7. No Normal School for mistresses has been opened by Government, though female pupils may and do attend the Government Normal Schools. The number of such female students is 71 of whom the majority attend Anglo-Vernacular schools. The aided schools for mistresses (which except in certain optional and technical subjects follow the same courses as those taken by men) dwindled by two, the decretion being due to the abolition of the Vernacular Normal class at the Old Convent, Rangoon and the Anglo-Vernacular one attached to St. John's Convent. There has also been a loss in pupils attending female Normal Schools their total now standing at 94 only as against 111 in 1901-02. The Inspector of Normal Schools however states that the students of the abolished institutions joined the Government Normal School, Rangoon " so that there is no loss in efficiency." He notes however that vernacular girls show an increasing reluctance to take up vernacular normal work and prefer the Anglo-Vernacular courses, naturally, since they lead to much higher pay and English is a fashionable accomplishment. The Normal Schools for mistresses are distributed at large centres where English can be easily acquired aud where a knowledge of it is comparatively common. General surroundings therefore also tend to draw girl students towards English. The Inspector of Schools however adds that the number of girl students in the vernacular classes at Toungoo and Mandalay remains satisfactory and the supply of trained female vernacular teachers will probably be equal to the demand.

Examinations. Statement VI.

8. As regards the 1st and 2nd year examinations, the figures of passes show general increases for masters, though not large ones except in the secondary vernacular grade lists. A decline however is registered under the primary vernacular grade, due mainly to the fact that students are preferring to appear for the secondary grade without passing through the primary, so that it is rather a healthy sign than otherwise. With mistresses too there is an increase but the totals of passes remain very small. In the final tests there is a marked increase for masters in the secondary grades Anglo-Vernacular and Vernacular, but otherwise the gains are slight, while in the Vernacular Secondary grade there is a drop of 50 per cent. in 1906-07 as compared with 1901-02, so far as candidates from Normal Schools for mistresses are concerned. These remarks apply to students from Normal Schools only. To them have to be added the figures for " outside " (or untrained) candidates. In spite of the abolition of the test for Anglo-Vernacular candidates of this class, the total of 'outside' passes has nearly doubled. To sum up it may be said that 491 candidates of all sorts passed teachers' final tests of various kinds in 1906-07 as against 279 in 1901-02.

Leakage of trained hands.

9. On the whole therefore there has been a steady improvement in the supply of trained hands. But the supply is liable to be diverted and dissipated, since teaching is not considered a sufficiently lucrative profession and has many more attractive competitors. There are at present 1,809 certificated teachers of all kinds in the province in actual employment as teachers. The average yearly output of successful candidates of all classes in the quinquennium has been 152. Hence there is obviously a considerable leakage.

Suggestions by the Inspector of Normal Schools.

10. The Inspector of Normal Schools has devoted considerable attention to the question of the extension and re-inforcement of the vernacular side of the normal system. I append extracts of his remarks and his own summary of his suggestions :—

" If appointments do not come, these men (*i.e.*, successful normal students) drift into other professions. If, as I have suggested, these men be appointed to Government Schools on a reasonable salary there will be no difficulty in finding a supply of teachers equal to the

demand. Until this is done it does not seem to me that our Normal Schools can exercise their full influence on elementary education.

In backward districts selected pupils from village schools might be sent with a small stipend to the nearest Model Schools and from there to a Normal School if they give any promise of doing well. Such students would return to their own villages as teachers after completing their training. Being local men they will be content to stay.

As regards races such as Kachins, Shans and Chins, Normal Schools in the ordinary sense are not possible, but something might be done to give boys of these nationalities a knowledge of practical school management at centres where Government Model Schools have been established. No theoretical work should be expected. Formerly there was a Kachin Normal School at Bhamo under the ordinary rules, but it proved a failure. There is no reason, however, why the practical instruction which I suggest should not be given. A special certificate might be issued, qualifying for work in the special locality. Either Bhamo or Sinlumkaba, or both, would be suitable centres for work among the Kachins, while Falam would be equally suitable for work in the Chin Hills.

To sum up the more important points, (i) our Normal Schools are the great centres of influence and ought to be well equipped. Of all forms of education expenditure that on the training of teachers is the most economical.

(ii) The nearer these schools are brought to the homes of the pupils the larger will be the supply of students. It should therefore, be recognized that each division, at least, should ultimately have its own Normal Schools. Prome might be added to the present centres and boarding department be given to the existing school at Toungoo.

(iii) Of themselves Normal Schools cannot accomplish their full work unless their students are placed in a position to make the best use of their training. At present this is not so. These men should be given salaries sufficient to induce them to remain as teachers: they ought to be made Government servants and provided if possible with school buildings. With this security of tenure, they will settle down to work with some degree of enthusiasm, and we may then hope to see some real return for the money expended on their training.

(iv) Itinerant Teachers should gradually be converted into teachers in fixed schools and if possible, given a building.

(v) Pupil Teachers ought to be liberally given to all Government Schools, and on the completion of their apprenticeship should either be sent to a Normal School or established in a village school with a small salary. These need not be made Government servants.

(vi) Training Classes for girls might possibly be tried in connection with Girls' Model Schools."

The Inspector's suggestions seem in the main eminently sound but their execution is obviously a question of funds. Should enhancements in the amounts devoted to vernacular education from Provincial or District Cess or Municipal Funds be possible, it would be a comparatively easy matter to apply them in the directions he indicates.

Pupil Teachers.

11. The employment of Pupil teachers in Anglo-Vernacular schools has ceased. A brief account of the system of training Vernacular Pupil teachers will be found in the Annual Report for 1905-06 and complete details in Chapter V of the Burma Education Code. The system has not proved an unqualified success and in the revision of the Code considerable modifications in it have been proposed which are still under consideration. The number of pupil teachers employed in 1906-07 is 428 as against 535 in 1901-02.

Itinerant teachers.

12. The Itinerant teacher may be fairly regarded as an element in the Burma system of training. But as pointed out on page 7 of the Annual Report for 1905-06 the Itinerant teacher is not to be depended upon if left to himself, while constant supervision is well nigh impossible. The older and higher grade Itinerant teachers may and often do give valuable advice and assistance to village school masters, but the majority discharge their duties in a very perfunctory way. Their numbers have increased from 169 in 1901-02 to 215 in 1906-07, but the increase is mainly in the lowest grade. Such men usually have not the experience or status necessary to carry out the duties assigned to them, *viz.*, to teach school masters, bring new schools on the register and induce villagers to take an interest in education.

Finance. Statement IV.

13. Expenditure on training institutions for masters has increased by 107 per cent. in the quinquennium, the rise being due to the institution of two Government Normal Schools and the increase in salary grants, stipends, etc. This charge is almost entirely borne by provincial revenues, 'other sources' contributing comparatively little, though slightly more than the sum contributed by them in 1901-02. A similar remark applies even more emphatically to Normal Schools for

mistresses, the amount returned for other sources being almost negligible. The provincial contribution to these schools has slightly declined. The total amount however expended on Normal Schools as a whole has increased since 1901-02 by Rs. 45,957.

CHAPTER VII.

TECHNICAL EDUCATION.

Agencies carrying on Technical Education.

1. Technical Education of a serious kind is carried on in Burma through the following agencies :—

(*a*) A Government Engineering School situated at Insein near Rangoon.
(*b*) Technical classes attached to the Railway Workshops at Insein.
(*c*) Boards constituted by Government at Rangoon, Moulmein, Akyab and Mandalay which dispense stipends to European lads who are apprenticed out "to any railway workshop, ship-building or timber yard; in any sea going or river steamer or ship; at any rice mill or other place of manufacture or business which the Board may approve."
(*d*) Technical schools, classes or departments aided by the Department.
(*e*) Survey schools maintained by Government.
(*f*) The Government Reformatory School.

Government School of Engineering, Insein. Statement III.

2. The Government Engineering School was founded in 1895. It now contains 63 pupils and aims mainly at supplying pupils for the Upper and Lower Subordinate Establishment of the Public Works Department, though a certain number of pupils have passed through its courses without entering the Government Engineering Service. Since 1901-02 the numbers on the rolls have risen from 27 to 63. The classes comprise in addition to Europeans and Eurasians, natives of India, Burmans and Karens. The Head Master notes that the proportion of Burmans is increasing, which is a healthy sign, but that of Europeans and Eurasians has fallen very considerably in comparison with previous years and with the number of Indians attending the school. At the final examinations in 1906-07 there sat only 9 Eurasians and no Europeans as against 14 Burmans and Karens and 40 natives of India. Not a few of the last class come direct to the school from India and on passing out find employment there. The school therefore, through no fault of its own but because of the indifference of the classes whom it might specially benefit, caters more for Indians than for Burmans and persons permanently domiciled in Burma.

3. Since 1905 a scheme for the reorganization of the school has been before Government. Partial approval to various items has been obtained, as the result of which a more varied course, embracing a wider range of subjects with more practical work and entailing the establishment of a separate class for 'draughtsmen,' has been put into practice so far as the existing conditions of the school allowed. It is contemplated to attach to the institution a high school department which shall form a link between the ordinary Middle Anglo-Vernacular or European School and the Engineering classes. A suitable general curriculum intended to serve as preparation for a more specialized technical education will be taught in this department to which a certain number of scholarships will be allotted. A new and spacious site of 39 acres at Insein has been obtained for the combined institution and new buildings, including class and lecture rooms, a laboratory and a hostel are already under construction. Machine shops and a carpenter's shop and smithy have been erected on the new site during the past year. On transfer to its new quarters the school staff will be increased to meet the demands of the new curricula. The machinery has already been installed in the 'shops' and is in use for demonstrations to students. Under the new conditions the school has every prospect of a successful future.

Technical Class at the Railway Works, Insein. Statement III.

4. The technical class attached to the Insein Railway Workshops is a night class where European apprentices are taught such subjects as Mensuration, Plane Geometry and elementary facts concerning the Steam Engine and Steam. The class has been in existence since 1894. The arrangements for the conduct of the work are made by the Locomotive Superintendent and an examination is held

annually by the Education Department. Government awards a monthly grant of Rs. 50 to the class instructor. The number of pupils now stands at 40 as against 57 in 1901-02. The results of the examinations have not been specially encouraging though this year the class did well in "Steam and the Steam-Engine" which is now taken in lieu of Plane Geometry, a subject in which the boys took little interest and which has little direct bearing on their work. There is some difficulty in finding qualified instructors.

European Apprentices.

5. The number of European and Eurasian lads that have been 'placed out' with apprentice stipends during the quinquennium is 52 against 27 in the previous quinquennium. Little information is received by the Department as to the progress and future careers of such apprentices and it would seem desirable that data on these points should be more systematically collected.

Aided Technical Schools and Departments.

6. Technical schools, classes and departments aided by the Government comprise a very varied assortment of institutions and subjects. On the other hand these are not quite so heterogeneous as the conditions of technical grants and the lists of technical subjects contained in the existing Code. Schools usually content themselves with one or more of the following technical subjects: cooking, needlework, dressmaking, lace-making, carpentry, cane-work, tin smith's work, weaving, tailoring, book-binding and printing. Of these the first four are naturally preferred in girls' schools, the others in boys' institutions. The equipment and apparatus maintained for these purposes is on the whole very fair and in some instances good.

Statement III.

7. The number of aided schools in which such industries are pursued has fallen from 4 to 3 in the quinquennium but the total of scholars has risen from 83 to 193. In all cases the purely technical instruction is accompanied by a literary course sometimes of a simpler kind than the regular standard curriculum.

Survey Schools.

8. Survey schools are institutions under the control of the Settlement Commissioner and Director of Land Records, in which surveying, arithmetic, drawing, and revenue law are taught to youths over 15, of whom very moderate qualifications for admission are demanded. Examinations are held by the Educational Syndicate and the schools are inspected by the Director of Land Records and his assistants. There are 18 such schools as against 21 in 1901-02 and of these all but five are provided with Government buildings. The total of students is 392 against 552 in 1901-02. The Settlement Commissioner and Director of Land Records writes: "on the whole the schools are in a satisfactory state and well managed and their usefulness for supplying the wants of the Land Records Department is unquestionable."

Government Reformatory Insein.

9. The Government Reformatory School's progress is dealt with in a separate annual report published annually. The school is under the control of the Director of Public Instruction and is also supervised by a Committee of Visitors. Efforts have been made in the quinquennium to render the treatment less penal in character and to develop the educational side of the management. The crafts taught are gardening, tin-smithing, carpentry and cane-work. Examinations in the three last are arranged for by the Department: the number of passes in these is generally very high and the work is on the whole well done. It is proposed to add boot-making to the crafts already undertaken.

Commercial Education.

10. Commercial Education had made a small beginning in Burma in 1901-02 but the two schools then returned have since faded away and their place has not been taken by any others. At present a sound general education seems to be considered by all concerned a sufficient preparation for business life.

Manual Training.

11. Under the term "manual training" I prefer to treat a variety of subjects hitherto classified as 'technical' but which are of a less directly practical nature than the above. Such are 'Slöjd,' certain elements in Kindergarten and Drawing. The so-called "Slöjd" course is really a general course of manual training comprising in the earlier stages such Kindergarten work as paper folding, crayon colouring, etc., and ascending to card board and clay modelling and wood work. It is taken at all the Government Normal Schools, except Akyab, and at the Government High School, Moulmein. The Roman Catholic Mission School, Thônzè,

and St. John's Collegiate School, Rangoon, also make specialities of this subject. As I have stated in my Annual Report for 1905-06, the drawing courses are very unsatisfactory, none of them having any connection with or bearing upon Burman life or art. A new set of courses both for teachers and pupils has been under consideration during 1906-07 and a completely revised scheme in which an attempt has been made to meet the needs, tastes and capacities of the Burman will shortly be submitted to Government. In regard to the existing drawing tests it may be noted that the 1906-07 figures of presentations and passes in both Anglo-Vernacular and Vernacular schools are both considerably below those of 1905-06 a fall that may partially be accounted for by the unattractiveness of the course, another factor being possibly the alleged inadequacy of the present grants.

12. Singing and music are taken in a number of schools Anglo-Vernacular and Vernacular. The former is specially popular in Karen schools; the Inspector of Schools, Central Circle, however, considers that it will never make much way among Burmans. Singing and Music.

13. The total expenditure upon technical education is Rs. 60,375 for 1906-07 as against Rs. 72,520 in 1901-02. As however this includes expenditure upon miscellaneous institutions such as Survey schools and Kindergarten schools, the figures are of little value in the lump. Survey schools moreover, though included in the figures for 1901-02, are omitted from those of 1906-07. Hence the cost of Kindergarten and Survey schools being deducted the net figures are Rs. 43,605 for the latter year and Rs. 27,030 for 1901-02, the apparent decrease in expenditure on technical education proper being thus converted into a considerable increase, which is accounted for by the enhanced cost of the Government Engineering and Reformatory Schools at Insein. Finance. Statement IV

CHAPTER VIII.

FEMALE EDUCATION.

1. In regard to female education in 1901-02 Burma stood at the head of all provinces in the Indian Empire, at least so far as the number of girls in attendance at school was concerned. Whether it still does so, it would be premature to surmise. But there has been a very marked and steady increase in the figures in the last *decennium*. The greatest increase has taken place in the attendance at public secondary schools, though in public primary schools also the gain has been large. The only falling off is in the Collegiate sphere. In 1901-02 the number of girls at College rose to the unprecedented maximum of 8 from which it has since declined to 2. These figures of course include European, Eurasian and Indian girls as well as Burman. But the majority of girl pupils belong to the latter race or to kindred tribes. The readiness of the Burmese female child to accept education is due to the absence of any 'purda' system and to the comparatively late age of marriage, but most of all to the alertness and forcefulness of the Burmese feminine character. In Burma women are not kept in the back ground nor are they expected abjectly to subordinate their interests and energies to those of their male belongings as in India. Hence they have a much greater scope in various spheres of life, a fact which no doubt leads them to appreciate the benefits of education to a greater degree than do their sisters in India. General remarks. Statement III.

2. So far as courses go, little is done to provide special attraction for girls. The Anglo-Vernacular and Vernacular curricula are practically the same for girls and boys, except that in the former a second language is not insisted on for girls, and that in each case there are optional or technical subjects to meet feminine requirements, *e.g.* calisthenics, needlework, domestic economy and hygiene. The last subject however in the case of vernacular schools has progressed very little in the quinquennium. The syllabus attached to the revised vernacular curriculum provided for it, but the necessary vernacular manuals have not been forthcoming and few teachers really know anything about it. In the last year a society consisting chiefly of Burmese ladies has come into being, which proposes under expert medical advice to deal with this very important question and to co-operate with the Department in the production of the necessary books. The majority of Special provision for girls' instruction.

Co-education.

primary vernacular girl scholars enjoy the benefits of co-education, since they attend "mixed schools." I have been informed by Burmans that the Burman parent prefers this arrangement, at any rate until the girls reach the age of 12 or thereabouts and that there is no special demand for separate girls' schools. Even in the so-called girls' schools there is a large admixture of small boys. It may be noted in connection with this subject that monastic schools of whatever grade hardly ever admit girls, it being contrary to the rules of Buddhist monasticism that lay persons of the female sex should have access to the 'penetralia' of the *Pôngyis*. In the case of vernacular secondary pupils co-education is less the rule, the majority attending separate girls' schools. In Anglo-Vernacular schools, primary or secondary, the tendency is towards separation, yet 1,281 girls are taught in the latter mixed schools.

Statistics. Statements I & III.

3. The statistics for female education are of exceptional interest. They show that the number of girls in attendance at 'public institutions' has risen from 26,409 in 1896-97 and 36,755 in 1901-02 to 58,665 in 1906-07, the average annual percentage of increase in the last quinquennium being 12 per cent. Girl pupils are thickest in the Pegu, Irrawaddy and Tenasserim Divisions and rarest in Arakan and the Northern and Southern Shan States. That these two last areas provide any female scholars is a distinctive feature of the quinquennium. The total of all girls under instruction in the province is 62,794 as against 40,132 in 1901-02, which represents a percentage on the female school-going population of 8·21. In other words, roughly, one girl out of every 12 of school-going age attends an educational institution of some kind. The Buddhist community accounts for roughly five-sixths of the total female attendance at schools of all descriptions; their percentage of increase, too, since 1901-02, has been greater than that of any other section of the population, except Native Christians. Europeans and Eurasians show a small advance. The Indian community in Burma is increasing rapidly, but of its girls very few attend school.

Management and stages of instruction. Statements I, II & V.

4. In regard to management it may be noted that Government maintains no secondary schools for girls whether Anglo-Vernacular or Vernacular and that the increase of aided secondary vernacular schools has been much in excess of that of similar Anglo-Vernacular institutions. The number of Anglo-Vernacular girl secondary pupils is nevertheless in excess of the vernacular, a fact which bears out the remarks made elsewhere as to the attraction exercised by English. Comparatively few however of the girls enumerated under the head of secondary pupils are really such: 931 only, of whom 686 are Anglo-Vernacular pupils, are found in middle or high departments, the balance, 4,959, being in the primary departments attached to secondary schools. In connection with girls' primary education Government has during the quinquennium assumed a modicum of direct responsibility and has established four vernacular girls' schools of its own as 'models.' These are attended by 205 pupils. They are under picked head mistresses and have or are to have buildings of a type similar to Government primary boys' schools. The vast majority of girls' primary schools are aided institutions: they have flourished during the quinquennium and a considerable increase both of schools and pupils is returned.

Examinations.

5. The ladies who attended a College during the quinquennium attached themselves to the Rangoon and Baptist Colleges and worked for the F.A. and B.A. examinations: 10 were successful.

For the Entrance 133 appeared in the five years under report and 58 passed. Most other female pupils are content with the ordinary school examinations which call for no special comment. A certain number (as has already been indicated in the chapter on the training of teachers) who intend to enter the teaching profession take the Educational Syndicate's examinations in the theory of teaching. The number of women who passed these in 1906-07 is 24 (Anglo-Vernacular) 50 (Vernacular) as against 26 (Anglo-Vernacular) and 21 (Vernacular) in 1901-02.

Scholarships.

6. Beside scholarships in ordinary schools, girls may also obtain valuable help towards qualifying themselves for professional careers. The scholarships in Anglo-Vernacular schools are competed for on equal terms with boys. In the

quinquennium 50 scholarships were obtained by girls against 279 won by boys. For those who wish to become teachers stipends at the Normal schools are provided, these being awarded by the Director of Public Instruction to candidates possessing the necessary qualifications and recommended by the Inspector of Normal schools, or the Superintendent of the school if the institution is an aided one. The number of girls who were allotted normal stipends in 1906-07 was 28 (Anglo-Vernacular) and 25 (Vernacular) as against 17 (Anglo-Vernacular) and 35 (Vernacular) in 1901-02. The proportion of stipends held by women relative to those held by men is for the quinquennium 61 to 123. There are also medical and nursing scholarships available for women. Of the former 5 have actually been awarded during the quinquennium to female candidates. Of the latter, which are known as the St. Barbe scholarships and are awarded by the Educational Syndicate, 15 have been granted during the same period. The holders are required to go through a course at the Maternity Hospital and between 1901-02 to 1906-07, 15 passed successfully through the training.

Inspectors' remarks on Female Education.

7. The Inspectors in their reports have curiously little to say about female education. Perhaps an Inspectress might prove more discursive and more suggestive. In a province where female education has developed in the way that it has done in Burma, it may be argued that an Inspectress would prove an unnecessary and expensive luxury, if not an actual set-back. On the other hand there are many things in this regard that a woman dealing with women can do better than a man. A well qualified Assistant Inspectress for instance would certainly be in a better position to promote a knowledge of hygiene, domestic economy and needle-work of all kinds. She would also be able to furnish valuable advice on the various physical and psychological problems involved in the general subject of female education.

8. The most instructive comments are perhaps those of the Inspector of Schools Central Circle, who, speaking of his own circle, points out that though the general standard is low the increase has been considerable but that this is due to the encouragement afforded by Government without which the figures would quickly drop. He also emphasizes the fact that, but for lay and Government vernacular schools, female *vernacular* education would run the risk of being neglected since *Póngyis* do practically nothing and other agencies comparatively little in this connection.

Finance. Statement IV.

9. Expenditure on female education has risen by 84 per cent. in the quinquennium, all heads having contributed to the increase but local and municipal funds far in excess of all others, and 'other sources' least of all. The rise in local and municipal expenditure is due partly to the increase in the number of schools and partly to payment of half salary-grants at the higher rate. Expenditure in Primary schools is much more than double that of 1901-02 the increase being due to the institution of schools under public management maintained by Provincial Funds, and to largely increased grants to aided schools. 'Other sources' however pay considerably less towards this form of education than in 1901-02.

CHAPTER IX.

EUROPEAN SCHOOLS.

General remarks.

1. It is remarked on page 341 of the Fourth Quinquennial Review of the Government of India that European schools have been established not on any preconceived system or concerted consideration of the needs of classes and places but whenever and wherever the various denominational authorities thought they discovered a want to be supplied or an opportunity to be used. In a matter of this kind a lack of system can only mean a loss of power or wasted expenditure. This danger has been recognized in Burma during the quinquennium and an attempt to meet it has been made by the establishment of a Central Government School for Europeans at Maymyo, in 1905-06. On the other hand that force, the material results of which the Government of India reviewer has so pointedly emphasized, is still a lively and important one, additional vigour being lent to it, in the belief of

denominational managers, by the requirements of the new European Code. Thus Government has to choose between two alternative policies the one intensive and concentrating, the other extensive and possibly wasteful of energy and money; or it may adopt an attitude of compromise, which, though justifiable in actual conditions, will not accelerate the development of European education so rapidly as either of the two courses previously indicated. If a demand for the multiplication of small European schools according to the varying local conditions of the chief denominations be complied with, the central school started by Government at considerable expense cannot flourish, and the children of European and Eurasian parents will be put off in not a few cases with an inferior grade of education. The plea of the advocates of 'dissipation,' that many poor Europeans and Eurasians cannot afford to pay the fees of the Maymyo school or the travelling expenses of boys journeying backwards and forwards may be met by the more liberal provision of exemptions or scholarships. The religious difficulty is perhaps a more serious one, but, as facilities exist in Maymyo for the exercise of the more usual varieties of Christian worship prevalent in Burma, provided that the necessary arrangements are made for attendance at church or chapel and for the imparting of religious knowledge by ministers approved by the various denominations, the objection sometimes taken to the "godless" education fostered in Government schools would be minimized. It is not intended however here to advocate a policy of ruthless concentration that would abolish local European institutions and gather the pupils at Maymyo under the sole aegis of the Government school, though from the standpoints of health and economy such a proposition might be defensible in the abstract. What is desired is to emphasize the necessity of developing the central institution to the full extent of its capacity, due regard being had to the claims of the best existing aided schools and of important European and Eurasian centres.

The appointment of an Inspector for European schools.

2. The most noteworthy events of the quinquennium have been the introduction of a special code for European schools and the allotment of their inspection to the Inspector of Normal Schools, who was relieved of all work in ordinary Anglo-Vernacular or Vernacular schools. The benefit of the latter change has been marked: European schools now get that individual attention and expert advice which the former system could not guarantee. The new Code, in which the provisions for grant are those for Anglo-Vernacular schools under the Burma Code, has been placidly accepted in spite of the fact that the requirements of the curriculum are considered more exacting in some respects than those of the old one. The Inspector states that certain changes are desirable and it appears that until greater flexibility is attained that will enable schools in Burma to consult their own needs to a greater degree, a certain amount of dissatisfaction may be expected. The mere multiplication of alternative subjects or of optionals is not enough, the inspector adds, to tempt managers to travel far beyond the stock subjects that they have immemorially preferred, nor is it always advisable that they should be so tempted. The Managers probably showed their wisdom in turning a deaf ear to the varied seductions of the new curriculum. One ground of complaint noticed by the Inspector, *viz.*, that the Code ignores Kindergarten Departments as such and substitutes for them Infant Classes, can hardly be maintained. Infants even if gathered into commonplace classes instead of being lured to Kindergarten Departments with their many fascinations (often quite reprehensible educationally) can and should be taught on methods that embody all that is of serious value in the much misrepresented Kindergarten system. These so-called Departments were often merely Infant classes under another name and in any case it is difficult to grasp any inherent distinction between them, provided that the methods are not dissimilar. To maintain them as separate entities involves a waste of public funds and possibly may give expression to unwelcome caste prejudice, the elaborate equipment and luxuries of the professed Kindergarten department being lavished on the children of the well-to-do and the rest being left to struggle along under methods the reverse of interesting or correct

The new European Code.

The new European Code and Co-education.

3. Rules have been introduced into the European Code in this province which preclude the existence in European schools of mixed classes where the boys and girls are over a certain age or have passed a certain standard. The age limit for

boys in girls' schools is 12 and the standard is the fourth: in boys' schools girls may be admitted up to 10 years of age and Standard IV. These regulations while they permit a certain amount of co-education do not push the principle to an extreme, and probably wisely so. In practice however they prove hard upon aided schools whose managing bodies cannot afford to support separate schools for boys and girls. Poor boys thus evicted from European schools drift to Anglo-Vernacular ones and the purposes of the code are thereby somewhat stultified. If however funds were available to translate such youths to a higher boys' school at Maymyo or elsewhere, the evil would be minimized.

Admixture of races in European schools.

4. According to the new Code "European" signifies "any person of European descent, pure or mixed, who shall retain European habits and modes of life," and non-Europeans are admissible in a European school up to 15 per cent. of the total number of pupils. Thus there is a certain number of non-Europeans in the schools while a large percentage is of mixed European and Asiatic blood. On the other hand a number of Europeans and Eurasians are found in Anglo-Vernacular schools mainly because the managers have been unable to afford the expense of a separate European School. St. John's Collegiate School and St. Paul's, Rangoon and St. Patrick's, Moulmein, are prepared to establish separate European schools if they can receive substantial aid from Government.

Statistics: Statement III.

5. European schools now number 18 (exclusive of the Industrial school, Prome Road, Rangoon) as against the 21 noted in the Fourth Quinquennial Review of the Government of India. The decrease is due to the following schools being converted into Anglo-Vernacular ones, St. Anne's Convent, Akyab, St. Joseph's Convent, Bassein, Old Convent, Rangoon, Cantonment School, Moulmein and E. W. Girls School, Mandalay and to two new schools, *i.e.*, St. Michael's School, Maymyo, and the Government European High School, Maymyo, being added during the quinquennium. The largest girls' school is St. John's Convent, Rangoon, with 272 pupils; the largest boys' school, the Diocesan Boys' School, Rangoon, containing 226 Europeans and 36 non-Europeans. The total number of Europeans attending schools of all kinds is placed in 1906-07 at 3,255 against 2,808 in 1901-02. The percentage of European pupils in European schools was always high in Burma, but it has risen and now stands at 93 per cent. An analysis of the figures for the quinquennium shows that the maximum number of European pupils under instruction was reached in 1905-06 since when there has been a slight decline, for which it is not easy to account and which it is hoped is only temporary.

Decline in Higher European Education. Statement III.

6. The majority of the pupils are in secondary schools but this does not imply necessarily that they have advanced beyond the primary standards. The number of Europeans attending Arts Colleges and Special Schools (other than Normal) has declined seriously. Even in Normal Schools, though there is a slight total gain, there is a falling off for female European students of 80 per cent. As regards the distribution of pupils in European schools according to stages of instruction the Inspector writes as follows:—

"It will be noted that the number of pupils in the High Department is, roughly speaking, only one-third of the number in the Middle, the Middle in turn showing only one-third of the numbers in the Primary Department. One might understand, while deploring, the falling off in the High Department but it is difficult to explain how European parents can be satisfied with a pass by the fourth standard as a test of their children's education. Pupils with a qualification of this sort must find it difficult to obtain any but the lowest employment and ultimately go to swell the poorer class of Eurasians, who furnish such a difficult problem in India. Education is not expensive in Burma and it is painful to see a class that ought to know better set so little store by it."

Examinations.

7. The Inspector held general written examinations only in Standards IV, VII and IX, the promotions in other classes being permitted on the results of the school tests combined with an inspection by the Inspector. On the results of the written examinations scholarships were awarded and (in the case of Standards VII and IX) leaving certificates granted. It may be noted *en passant* that among the European and Eurasian community there is at present a feeling of distrust as to the usefulness of the Final European High School examination, since it is not necessarily accepted by Universities in India nor at the same time does it carry any special weight at home in the case of lads who wish to enter the

medical or other professions or to join a University. In the examinations for Primary and Middle scholarships girls were much more successful than boys, but in the High School stage boys proved superior. In the High School Final examination the only pupil placed in the first division was a girl. In regard to a 'second language' and the Vernacular the Inspector notes that schools do not object to take up the Vernacular but find great difficulty in obtaining European teachers in that subject, while native teachers cannot, it is said, manage the classes. Thus schools which began with Burmese have dropped it in favour of Latin or French.

Staff.

8. The Inspector remarks upon the difficulty of obtaining suitable teachers and the comparatively low qualifications of most of those actually employed. He suggests that higher salaries are needed to attract better men and that a European Training College is required for Burma, any institution in India being too remote to be of much advantage to this province. One curious result of the dearth of well qualified masters is that many boys' school are largely staffed by mistresses. In order to stimulate a desire for further study on the part of European teachers, the Inspector organized very valuable courses of lectures, in various subjects; these included 'Physiography,' and 'The Rise of English Drama' (by Mr. Wedderspoon), 'Graphs' and 'Elementary Chemistry' (by Mr. Erlam Smith), 'Essay-writing' (by Mr. Ainley), 'Hygiene' (by Mr. Hetherington). It is intendedto continue these courses of lectures annually with variations in the subject matter.

Hostels and physical and moral training.

9. Fifteen schools have boarding establishments which on the whole are well found and well maintained, though there is occasionally a tendency to overcrowd the dormitories. Physical training is well looked after, cricket and football (especially the latter), flourish, and volunteering is taken up by a fair number of lads. The Diocesan School maintains a Cadet Corps of its own and the European youths at St. Paul's Anglo-Vernacular school also do gun drill under the instruction of an officer of the Marine Volunteer Artillery. Physical drill is practised generally but gymnastics are not popular. Girls take calisthenics and attain considerable proficiency therein Nearly all the schools are managed by Missions which look well after the religious and moral tone. At the Government School, Maymyo, arrangements are made by which boarders attend their own churches on Sunday and attention is paid to the moral side of education.

Technical Education.

10. The only Technical school, in the proper sense, for Europeans is the Convent Industrial Girls' School, Prome Road, Rangoon, where lace making, dressmaking and cooking are taught, in addition to a certain amount of literary work. The Inspector writes "the work done is very practical and cannot fail to be of use to girls in after life. I should like to see a short course in such subjects made available for all girls at the end of their school work."

Finance.

11. Expenditure upon European education has increased by 33 per cent. The sum expended from Local Funds has been reduced but that from Municipal Funds has been very largely increased on account of the payment of half salary-grants at higher rates. Since April 1st, 1907, however charges for European schools have been transferred from Municipal budgets to the Provincial. A special Imperial grant of Rs. 12,000 per annum was intimated in 1906-07 for the benefit of European Education. This, however, is not to be paid separately but is to be included in the general provincial assignment for education. The extra grant in 1906-07 has been devoted mainly to equipment. In future it should be available for half salaries, scholarships and other recurring charges. As regards other points it may be noted that expenditure from 'other sources' has declined by 19 per cent., but that larger sums have generally been expended in scholarships and equipment.

CHAPTER X.

EDUCATION OF MAHOMEDANS.

Mahomedan Education. General remarks.

1. Mahomedan education is proverbially backward in all parts of the Indian Empire. In many places the main cause is a callous indifference to learning generally and to infidel learning in particular, coupled with a fatalistic inertia, both of which characteristics are the latter-day outcome of the political and religious

career of Islam in India. In Burma, however, things are different. Ignorance there may be and inertia, but the one is not aggressive and the other appears to be gradually yielding to example. The Mahomedan has never been the ruler of the country (except in Arakan) and the general Buddhist tolerance and inclination toward letters has afforded him an exemplar which if he has not enthusiastically adopted he has, at least, not fanatically shattered or rejected. Fanaticism indeed hardly exists. Mahomedans adopt Burman names and Burman dress and marry Buddhist wives, and Musulman boys will attend Burman schools without prejudice or objection.

Statistics. Statement III.

2. In these conditions it is not surprising that there has been a slow but steady increase in the figures of Mahomedan education, the total under instruction having risen from 8,193 to nearly 11,000, 62 per cent. of whom attend public institutions. The percentage of those under instruction to the Mahomedan population of school-going age has risen from 16·09 to 21·5. The total of schools has also gone up and the number of public institutions as opposed to private ones (most of the latter being Koran schools only) has increased by 64 per cent. The number of Mahomedans learning English is 1,821 as against 1,166 in 1901-02, and 7 attend Arts Colleges. By far the largest number of Mahomedan schools and pupils belongs to Arakan. The Inspector of Schools, Western Circle, in whose charge the division lies, presses for the appointment of a Mahomedan Sub-Inspector for the Akyab District. A special Mahomedan Deputy Inspector who will visit all Mahomedan schools in the Province has been appointed and should be of much use in developing and improving Mahomedan education. His charge however is large and a Mahomedan Sub-Inspector would no doubt be of special benefit to the Musulman population in Arakan.

Remarks of Inspectors on Mahomedan Education.

3. The Inspector of Schools, Central Circle, remarks that the education of Mahomedans has prospered in his circle, perhaps more than elsewhere, and lays special stress on the fact that over three-fourths of the pupils are in public schools, while, though the purely Mahomedan schools are all primary, a good number of Mahomedan scholars pass the higher standards in ordinary schools. The Inspector of Schools, Eastern Circle, considers that the main difficulty in improving the Mahomedan schools in his circle is the dearth of trained Mahomedans. He suggests the utilization of certificated Burman teachers who have learnt some Urdu under a Moulvi. Musulman pupils in the Northern Circle are comparatively few and many of the Mahomedans under instruction there attend ordinary lay vernacular schools.

Mahomedan female education. Statement III-A.

4. Mahomedan female education is undoubtedly very backward, especially in Arakan. The Inspector of Schools, Western Circle, reports that there are no schools specially for girls and that, though the number of girls attending school has risen, it is very low and practically no girls go beyond Standard II. The total number of Mahomedan girls under instruction is 1,919 against 1,404 in 1901-02 and these attend schools for boys.

CHAPTER XI.

EDUCATION OF SPECIAL CLASSES.

Special classes.

1. The *special classes* of Burma are many and various. They fall roughly into three main divisions: (*a*) the more civilized communities fairly closely connected in ideas and manners, if not actually by racial affinity, with the Burman, namely, Talaings, Karens and Shans; (*b*) hill or wild tribes of Thibetan or Mongolian extraction, *e.g.*, Kachins and Chins; (*c*) immigrants from India or China. Not that this list is exhaustive: it includes however the more prominent of the native races other than Burman with whom the Department is in touch, while it excludes the wilder and more inaccessible tribes.

Talaings.

2. The Talaings belong to the Mon-Hkmer family which spreads across the Indo-Chinese peninsula. They represent an earlier stratum of population, the acme of which was reached in the old Peguan kingdom subdued by the Burmans under Alaungpra. Since then the term Talaing ('down-trodden') has been applied to them and the race is now mainly found in Pegu and Tenasserim. Their

language is monosyllabic and employs a script differing somewhat from Burmese. Chronicles of much historical importance written in Talaing exist and the Bernard Free Library, Rangoon, possesses a number of valuable Talaing manuscripts. Hence the people are by no means barbarians and their standard of 'literacy' is high. Talaing pupils attend the ordinary Burmese Vernacular and Anglo-Vernacular schools but there are also 63 Talaing indigenous public schools (as against 34 in 1901-02) with 2,586 pupils. The medium of instruction in these is Burmese. There are also private schools the number of which however has declined in the quinquennium.

Karens.

3. The Karens are a congeries of early non-Burman immigrants from China, speaking languages of Chinese affinities. They have been driven by the Mons and Burmans to the hills and uplands bounding the valleys of the Irrawaddy, Sittang and Salwin, and are most numerous in the Irrawaddy Division, the Toungoo District and Karenni. Their main sections are known as S'gaw, Pwo and B'ghai, while they are also classified as ' White ', or ' Red '. Different sections speak different dialects and the distinctions sometimes entail separate schools. Karen religious myths, which coincide curiously with Biblical stories, have had a marked influence on the later development of the tribes and have materially assisted missionaries in the work of conversion and education. The number of pupils in special schools for Karens is 28,580 against 20,013 in 1901-02, the bulk being in indigenous public schools. They are educated usually through the medium of Burmese or English, the number learning English having largely increased in the quinquennium. Some of them go right through the Anglo-Vernacular standards, pass the Entrance and take a College course.

4. The number of girls under instruction in Karen schools is distinctly high and has increased since 1901-02. The number learning English in such institutions stands at 753 against 543 in 1901-02. A large number of Karen pupils are Christians and are taught in mission schools where they begin English (even in so-called vernacular classes) at an early age. At the larger central mission schools they are boarded, well looked after and taught various accomplishments not perhaps essential for a race of cultivators. In this connection the Commissioner of the Irrawaddy Division writes that the Karens are

> "the best cultivating race in these parts and the people are happy and contented. I should not force education on people who do not want it and are probably better without it."

Taungthus.

5. The Taungthus are held to be a sub-branch of the Karens. They are a small and backward community, but indigenous schools public and private have become much more common among them in the quinquennium though they do not include many pupils.

Shans.

6. Next to the Burmans the Shans are the most numerous people in Burma. They call themselves by many names, chiefly ' Tai ', but never ' Shan ', and are related to the Siamese. Linguistically they connect with China but employ a script not unlike the Burmese, which has been adapted for printed use in an elementary Shan ' Reader. ' Politically the Shans are distributed among many small states which form an integral part of British India but are more or less remote from Burma proper. In religion they are Buddhist and the monastic school system is found among them as well as with the Burmans. The educational opening up of the Shan country forms a marked feature in the work of the quinquennium. Complete returns are not extant for 1901-02, but in 1906-07 5,819 Shans were under instruction in no less than 40 special Shan schools, excluding Shans attending ordinary Burmese schools. The majority attend vernacular schools but 193 pupils of special schools learn English. Two Deputy Inspectors have been appointed for the Northern and Southern Shan States, one located at Lashio, the other at Thamakhan. A Government Vernacular school has been started at Lashio and is flourishing, while another Shan Government School exists at Mogôk, beside 18 *' five hundred rupee ' schools. Aided mission Anglo-Vernacular schools have been established at Taunggyi and Hsipaw. Unaided Anglo-Vernacular schools exist at Loikaw and Yawnghwe, the former a mission institution, the latter a school established by the local *Tsawbwa*.

* (*Note*) *i.e.* school kept by aided schools masters, and supplied with buildings towards the cost of which Government has contributed Rs. 500 in each case.

7. At Taunggyi there is also a Government Anglo-Vernacular school for the sons of Chiefs, under an Oxford graduate as Principal. It was established in April 1902 and now numbers 75 pupils (not all of whom are near relations of chiefs) against 71 in 1902-03. There are six standards and a staff of six masters. Progress in English is slow : and the boys are somewhat idle and their propensities for gambling and other vicious diversions have to be checked. The fostering care and interest of the Political Superintendent of the Southern Shan States however, are doing much for the school.

Kachins.

8. Of the wilder tribes the Kachins and Chins are the most important educationally. The Kachins are numerous in the North, North-east and North-west of the Province. Among themselves they are known as Chingpaw and linguistically they form a link between the Thibetan, Naga and Burmese tongues. There is no Kachin script, Roman letters being adopted by Missionaries for the elementary printed Readers in Kachin used in some vernacular schools. The number of Kachins in special schools is 233 as against 77 in 1901-02. Of these none learn English. Government vernacular schools, for Kachins mainly, have been established at Sinlumkaba and Waranaung in the Northern Circle.

Chins.

9. The Chins occupy a long strip of hilly country on the Western border of the Province and racially are closely connected with the Burmans. Ethically they are in a savage state into which they seem to have degenerated, but the central Chins in Pakôkku and Thayetmyo Districts are more amenable to civilization and education. The number in special schools is 400 as against 252 in 1901-02, of these 71 learn English in mission schools, although few, if any, of the tribe have any use for the language. A Government Vernacular school has been started for Chins at Falam and Mission schools exist at Haka, Thayetmyo and Sandoway, the two last being Anglo-Vernacular.

Palaungs and Danus.

10. Of miscellaneous tribes it may be noted that there are now schools for Palaungs in the Ruby Mines District. Danus (a cross between Shans and Burmans) prefer monastic schools but a certain number of these have come under inspection in the last two years.

Chinese.

11. The Chinese form a very important and fairly numerous element in the provincial population. By far the larger proportion of them attends ordinary vernacular and Anglo-Vernacular schools. In special schools they have only 187 children of whom 97 are learning English. Most of the Chinese are born in the country and speak Burmese as their mother tongue, and many marry Burmese wives. Chinese and semi-Chinese children therefore have no difficulty in attending Burmese vernacular or Anglo-Vernacular schools. Special Anglo-Chinese schools however exist at Mandalay (an aided mission school) and Bhamo (under Government) in which the teaching of Chinese is made a special feature. The Bhamo institution was originally started to rear up interpreters and to encourage relations with Yünan, objects which it cannot be said to have fulfilled. Its staff is inadequate and a general re-organization of the school seems necessary. The Chinese and Chino-Burman pupil is often a keen student and usually develops into an energetic and useful man.

Indians.

12. The Indian immigrant population has its uses, but educationally it is not advanced, the higher castes and more intellectual elements being conspicuous by their absence. "Indian" schools are filled mostly with Tamils, Telugus, Coringhis and Chittagonians. As regards Tamils the Inspector of School, Eastern Circle, notes that the teaching staff is always in a state of flux, teachers constantly voyaging backwards and forwards between Madras and Rangoon, that the parents of pupils are mostly coolies or domestic servants, poor and penurious, so that school fees are difficult to collect, and that they have a yearning for English, which is often very badly taught and by stealth. In this same connection the Inspector of Schools, Central Circle, remarks that there are nine Anglo-Vernacular Tamil schools in or near Rangoon with a combined attendance of over 1,400, the schools being crowded to their full capacity.

Special treatment of wild tribes and backward classes.

13. The education of the wild and backward tribes is almost entirely primary, except in so far as English is forced upon them. The main difficulty in teaching is that of language and script. It being impossible to admit all their languages

and dialects as media of instruction, Burmese is usually employed, except with the newest comers. These are generally taught the elements in their own tongue and (if it is fairly akin to Burmese) in their own script. If they have no script, Roman letters are sometimes used. At the same time they are pushed on into Burmese as rapidly as possible. If (as may happen) the teacher is ignorant of their language an interpreter has to be used. If the conditions are considered, the progress seems sometimes astonishingly rapid. There is no special curriculum for schools or pupils of these classes, the standard Anglo-Vernacular or vernacular courses being applied either in whole or in part. By way of encouragement enhanced rates of results grants are paid to aided vernacular schools for Kachins and Chins, and the question of extending these to Shans and other races is under consideration. Special rules for the payment of Karen certificated teachers existed till 1903 when they were abolished and Karens were put on the same footing as Burmans. In the opinion of the Inspector of Schools, Central Circle, this was a mistake and special concessions are still needed for Karen vernacular schools. Educationally however Karens are not a backward race and their village communities organize regular contributions in kind, which with the Government grants should be enough to support teachers without special additional assistance.

Blind Schools.

14. A small aided school for the blind is maintained at Moulmein. It was registered in 1901-02 and now numbers 12 pupils. It is managed by a Committee and assisted by the Municipality. The literary work is vernacular and is carried out on the Braille system which has been adapted to Burmese. Technical work is also done in the shape of cane and basket weaving. The school is at present in the primary stage but will probably have middle standards added shortly. So far the building has been a rented wooden house occupied by the teacher and boarding pupils but the erection of a special building in a more open site is under consideration.

15. It will be noted that the figures quoted for special classes and wild tribes refer only to special schools. It is much to be regretted that figures for those in ordinary schools have never been collected. Further, the figures even for the special schools are somewhat misleading since they include all pupils attending such schools whether they belong to the special classes or not. In future years it is hoped that a better classification may be possible and that the totals under instruction will be available.

CHAPTER XII.

PRIVATE INSTITUTIONS.

Their number and extension. Statement III.

1. The most remarkable thing about these educational establishments is the enormous number of them. They include no advanced institutions and 97 per cent. of the pupils attending them are Buddhists, the balance being mainly Mahomedans. Nearly one half of the Buddhists under instruction still obtain their education in schools of this class. Since 1901-02 these schools have increased by 1,622 and the number of their pupils by 17,968. They are thickest in the Sagaing, Meiktila, Mandalay and Minbu Divisions, *i.e.*, where Burmese monasticism has had most scope for development, but they have likewise largely increased in the Irrawaddy Division. In Arakan they are comparatively few and have competitors in the numerous Mahomedan schools: yet here too their number has risen, while that of the Mahomedan institutions has diminished. In Pegu though the number of schools is not so large as in the case of some other divisions, that of the pupils is high and exceeds the Mandalay figure, which is also passed by the Irrawaddy total of scholars. Returns are shown this quinquennium for the Northern and Southern Shan States and for the Chin Hills, which have only recently come within the Department's pale, though monastic schools appear to have existed in these areas from some time past.

Doubtfulness of the figures.

2. It is to be feared, however, that the figures for these institutions are not altogether reliable. The figures are collected by Deputy Inspectors either

personally or through their Sub-Inspectors and Itinerant Teachers. These officers visit as many unregistered schools as they can and endeavour to collect the necessary data for the statistics from the teachers. Where however no regular registers are kept and attendance is intermittent, it is impossible for them to ascertain the exact numbers that these schools serve. Nor is it likely that no unregistered schools are left unvisited and unaccounted for.

Education in the unregistered *kyaungs.*

3. The bulk of these schools belongs to the Buddhist monastic order. The education given in the *kyaungs* has been already described but three particular points remain to be emphasized in the present context. The first is that the untrammelled monkish educator teaches the things of this world only *per accidens* and in so far as they pertain to the Way that leads from Illusion to Salvation. Thus reading and writing are taught as gates to the knowledge of the sacred texts, but arithmetic savours of baser, vainer ends and its teaching is a concession to human frailty. The position is well summarized by the Inspector of Schools, Central Circle :—

"In some places there is a strong prejudice against both the grant and secular teaching altogether : they lead to worldliness and obstruct the path of virtue. Boys are sent to these schools simply to learn 'the religion.' Reading and writing are taught with this object ; if the *pôngyi* happens to be energetic there may be a little arithmetic, taught as in the days of Gautama :

'After him the child
Named digits, decads, centuries nor paused
The round lakh reached, but softly murmured on.'"

Attendance in unregistered *kyaungs.*

4. Secondly the *pôngyi* will take no responsibility whatever for teaching. If the village folk will send their children to learn what he has to teach, well and good, but it is no business of his (as more than one has told me) to hale reluctant infants to school or to scold the parents if their offspring fail in punctuality or regularity. The result is that few pupils save the *koyins* (or novices) can be considered as more than 'half-timers,' and that of a very fitful kind, liable to be lured away by the distractions of festal seasons and of agricultural operations.

Influence of the *kyaungs.*

5. The third point is that monastic schools, especially those that still follow the ancient order, influence the religious and moral character of the people (whether for good or ill) in a way that no other system can approach. Other religious creeds are alien and the Government system is non-religious. The establishment of a counter-influence has only been rendered possible by the discouragement of Pâli, the exaltation of English at the cost of the Vernacular and the exclusion of nearly all that was distinctive of the people's traditions, literature and faith from the books permitted in the elementary schools. The result is the present hybrid system of education and its amorphous product. Given a simpler vernacular course more suitable to rural needs, less aggressively modern and occidental and more reminiscent of all that is best in the national religious and moral creed, together with perhaps some very simple educational training and a form of grant more tender of the susceptibilities and privileges of the Order, it should not be so difficult as in the past to gain the educational allegiance of these 'outside' schools, especially if inspection be discreet and examination neither too frequent nor too rigid.

CHAPTER XIII.

MORALS AND MANNERS, EXERCISE AND HOSTELS.

Education and Crime.

1. Opium and modern education are sometimes ranked together as factors in the production of criminals. An enhancement in the consumption of opium is coupled in statistics with a growth in the number of those indulging in education, and, when it is seen that these developments are coincident with an increase in crime, the conclusion that education no less than opium is a *causa causans* of moral deterioration becomes obvious! Many and various forms of fallacy lurk not obscurely in this argument. Yet the fact remains that to certain types of mind the recent extensions of education appear to be subversive of morality; and as such are contrasted to their detriment with older systems in which education was non-existent or strictly limited in its range.

Education—Morals and Morality.

2. In the first place such views are generally based upon confused conceptions as to the meaning of the terms 'morals' and 'morality'. That 'morals' have no absolute validity but vary with persons, times and places is a commonplace too often forgotten in this context. Morals may change and yet morality not greatly suffer. Again, if 'morals' in the narrowest sense be intended, it should be remembered that the Eastern school master, no matter what his preaching, has seldom concerned himself with his scholars' practice of the physical virtues. The simple practical education of the Persians was no guarantee against the worst of vices. It cannot in fact be seriously argued that the older Oriental systems of instruction were effective in this respect, except perhaps in the training of professed ascetics. Secondly upon examination the complaint against modern education usually resolves itself into an attack upon its "purely intellectual character," or into the statement that "it ruins the pupils' manners." As to the first it may be remarked that no education can be purely intellectual and that if the content or methods be deficient or corrupt, a 'practical' or 'moral' education will prove as disastrous as any other form. A more valid objection to our instruction would be not that it is too "intellectual" but that it is not intellectual enough. For the second, the point may be in part conceded without thereby admitting any serious backsliding in genuine morality. On the other hand as an aid to the observance of the social code 'manners' are not to be slighted and from this point of view, as well as from the aesthetic, the decline is regrettable. Lastly, the objectors, while laying the whole responsibility upon education, too often shut their eyes to the conditions of domestic life. Morality begins at home.

The duty of the educationist.

3. Thus, the mere facts that ethical sentiments are changing and ancient customs decaying and that our education is intellectual in form rather than practical or moral, are not in themselves just grounds of complaint against modern education. On the other hand it behoves the educationist to see that the content of his education is sound, that it is sufficiently wide in scope and that it exercises an influence for good upon character and conduct, in other words that it is not limited to mere lip-learning. Efficient means to these ends should be the curricula and the staffs: as these improve, education and morality will improve with them.

Education—Manners and Religion.

4. It will be apparent that the question of morals is not inherently bound up with either religion or manners. Neither the lack of the religious sentiment nor the absence of manners necessarily indicates depravity. Nevertheless both are useful vehicles for the inculcation of morality in various aspects. As such both are adjuncts to education. Hitherto our state system has tended to neglect one or other or the two together and thus to deprive itself of most useful instruments in the training of the young. The Commissioner of Minbu writes:—

> "Reverence for the priests and his religion is more likely to delay the deterioration of the Burman" (which as the Inspector of Schools, Central Circle, points out is thus assumed) "than anything else."

5. The Inspectors unite in emphasizing the potent influence that the *kyaung* exercises upon Burman character and manners, wherein they are supported by the authority of Sir George Scott. As things stand at present the Government School deliberately excludes these influences, while the aided non-monastic schools are in the hands of either missionaries or careless lay managers belonging to the Buddhist faith. The missionaries endeavour to replace one religious influence by another, not always effectively, but in too many cases they care little for the ancient manners or forms of courtesy. The lay manager on the other hand is not seldom indifferent both to manners and to religion. So long as sectarian jealousies exist, the State may not favour any dogmatic form of faith in its schools. But this need not hinder the encouragement of monastic schools or the teaching of Buddhist precepts to Buddhist children, better provision for which, especially in lay schools, would seem to be the duty of the Buddhist hierarchy and community rather than of the Department. In this matter the followers of Gautama might well learn a lesson from the missionaries, in whose schools the religious aspect of instruction is never neglected. The enforcement of precepts common to most creeds and the maintenance of native and becoming forms of courtesy

and respect are possible in all schools and it is to be hoped that Inspectors, managers and teachers alike will devote more attention to these points in future.

A Buddhist awakening.

6. There are signs that the Burman population is awaking to its responsibilities. The Inspector of Schools, Western Circle, reports that the teachings of the *Ledi Sadaw* who explains and illustrates the Scripture and the Law in simple language, are effecting much good in the Irrawaddy Division. The Inspector instances also the case of a Thugyi's wife who holds a class at her house in which she reads and explains to the village children the moral lessons contained in the Paramatta Thanhkeit, an epitome compiled by the *Sadaw*. The latter's influence is also commended by the Commissioner who advises the Department to keep in touch with him. Elsewhere (except in Arakan, where religion is neglected) religious and moral training still centres in the monasteries, but more attention is being given to the expounding of the Law in terms 'understanded of the people.'

Physical Training and Hostels.

7. Practical means to check the vices inherent in youth (Burman or other) are the institution of healthy and regular forms of exercise and play, and the establishment of well supervised hostels. The former prevent loafing and curtail the opportunities for gambling and bazaar-haunting that unoccupied leisure affords. The latter in a land of day schools and lax domestic discipline provide a means, inadequate enough, of supplementing and correcting home-training, if the phrase can be used in this context.

8. Football and chin-lon (basket-ball) are played with avidity. They suit the Burman temperament better than cricket which however would provide a sounder discipline. Football competitions and athletic sports are features in Anglo-Vernacular school life in Mandalay and Rangoon and other large centres, but the vernacular school-boy contents himself mainly with chin-lon. Drill is taught in most Anglo-Vernacular schools and calisthenics in some girls' schools. Gymnastics exist in certain Government Schools, but outside Rangoon competent instructors are hard to find and it cannot be said that gymnastics are popular. On the whole, however, Burman school-boys are more muscular and better set up than Indian ones, a fact which may be accounted for by the later age of marriage, better constitutions plus higher feeding, and a lesser aptitude for study and mere book-work.

Hostels. Statement VIII.

9. Hostels belonging to Government or Municipal institutions now number 13 against 8 in 1901-02 while aided schools have no less than 79 boys' boarding houses, as compared with 34 in the end of the last quinquennium. To these have to be added 36 maintained for girls. The accommodation in these institutions varies in degree and excellence according to the conditions of the schools. Many of the Anglo-Vernacular ones, however, are well found and the standard of comfort in the case of Burmans and Europeans is superior to anything that I have seen in India. With Karens and aided schools for special classes generally it is less high and sometimes the furniture and equipment are very exiguous, while the buildings may be dilapidated or unsuitable and the sanitation primitive. In Government and Mission schools the supervision is fairly good, though in one or two cases at the large centres it is stated to be lax and the morals, manners and constitutions of the pupils are affected thereby. In Municipal Schools it appears to be less effective.

Statement VIII.

10. Figures are also returned for unaided hostels mostly kept by managers of lay vernacular schools. These are said to number 16 and to contain 600 inmates. The accommodation is that of the ordinary Burman house or lodging, while the discipline and supervision would be of the loosest. Occasionally *Pôngyis* take as boarders in the *Kyaungs* pupils who come from a distance to attend their schools. In such cases they usually supply food and sometimes clothing out of the grant received from Government.

CHAPTER XIV.

EDUCATIONAL CONFERENCES, TEXT BOOKS AND LIBRARIES.

Educational Conferences.

1. Educational conferences of various kinds have long been an interesting and important feature of the Department's work in Burma. They fall mainly into four classes (i) general conferences convened by the Director of Public Instruction on

questions of general educational interest, (ii) conferences of Anglo-Vernacular teachers and managers convened by the Inspectors, (iii) Vernacular conferences attended by vernacular teachers and convened by Assistant or Deputy Inspectors under the orders of the Inspector, (iv) Departmental conferences held by the Director for the consideration of questions of administration and other matters of purely Departmental concern.

2. The first are held on the occasion of the quinquennial revision of the Code or in conection with important alterations in or additions to the curricula. All managers and teachers of importance are invited to them and the discussions and interchange of opinions should be of practical advantage to all concerned. The advisory value, however, of such conferences is discounted, so far as the Department is concerned, by the privileges conceded to the Educational Syndicate. Important meetings of this kind were held in 1904-05 and 1905-06 in connection with the revision of the Normal rules and with the amendment of the Education Code.

3. Conferences of the second and third classes are held annually. All the Inspectors testify to their value. The Inspector of Schools, Central Circle, writes "these conferences are specially useful to the village school master who is too apt to continue in a groove if he has no opportunity of visiting other schools and profiting by the experience of more advanced teachers. I wish this class could be persuaded to attend in greater numbers. *Pôngyis*, too, are seldom enticed to these gatherings." The Inspector of Schools, Western Circle, enumerates five conferences held in the quinquennium in his circle, which were specially successful. "Papers were read and lessons given. Several clever devices for teaching Geography and Object Lessons were exhibited." The Inspector of Schools, Northern Circle, specially emphasizes the necessity of practical demonstrations at these meetings and the desirability of accompanying them by exhibitions of school apparatus, books, maps, etc. His colleague in the Eastern Circle supports him on these points and adds that Deputies without "nursing the proceedings too energetically should take an active part in the debates and practical teaching. Managers will appreciate the fact that these officers are practical teachers as well as examining machines." He also touches on the desirability of attracting officials and personages of standing outside the Department to these meetings.

The Text Book Committee.

4. This is a standing body consisting of the Director and 20 members official and non-official appointed by the Local Government. Books in English and Vernacular are submitted at the instance of the Director to the Committee for approval prior to authorization by Government for use in schools. The Committee, however, has no control over books intended for use in European schools which are dealt with departmentally. To facilitate work the Committee is divided into two Sub-Committees dealing with Vernacular and English books respectively. As part of the Department's staff an Editor and Sub-Editor of text books are maintained, their duty being to prepare works approved by the Committee and the Government for use in schools, and to make such translations as are required by the Department. The Editor is also in charge of a special Government Printing Press used in connection with examination papers and other confidential matter.

Work of the Editor of Vernacular School text books.

5. The annual reports of the quinquennium show a number of books examined by the Committee or prepared or translated for school use by the Editor and Sub-Editor. Perhaps the most noteworthy of the latter class are the translations of Sir W. Lee-Warner's "Citizen of India," "Rudiments of Forestry for Burmans," Bates' "Kindergarten Guide," "The Harpur Euclid", and "The Burma Education Code." In addition to this the editorial staff under the direction of the Inspector of Normal Schools and with the assistance of the Rangoon Gazette Press has taken part in the publication of a Burmese educational magazine. This is a new venture started in November 1906 under Departmental supervision. It is published monthly in Burmese at five annas per copy and contains 20 pages of matter that is of interest and use to all concerned with education in Burma and conversant with the Vernacular. The magazine has been well received and numbers already over 600 subscribers.

Burmese Educational Magazine.

LIBRARIES.

6. The Bernard Free Library under the Educational Syndicate is the only general library of importance in Burma. It has a fairly large number of books which however are not very well arranged and suffer from lack of shelf space. The reading room is of tolerable dimensions but badly lighted. There is a fine collection of Burmese, Talaing and Pâli books and manuscripts. The library is well patronized, the number of visitors in 1906-07 being 14,222 as against 4,061 in 1901-02. Libraries are also maintained by 'The Rangoon Literary Society,' 'The Teachers' Institute' and 'The Young Men's Christian Association,' the second of which receives aid from Government. The Teachers' Institute not only maintains a library and reading room of great use to teachers and normal students, but also organizes lectures for these classes. The library was recently increased by a fine collection of music, a parting gift from the Hon'ble Mr. Justice Bigge. Valuable lectures to more general audiences are also given by the Young Men's Christian Association, the library of which institution is of great advantage to those who are entitled to use it.

CHAPTER XV.

FINANCE.

General remarks.

1. The system on which the figures exhibiting the cost of education in an Indian province are obtained is explained on pages 440 and 441 of the Quinquennial Review of the Government of India. The defect of the system is that "the figures for fees and other expenditure from private sources in privately managed institutions do not always represent the whole income from these sources." In Burma the difficulty is accentuated by the fact that the general accounts of public institutions under private management, whether European, Anglo-Vernacular or Vernacular, have never been subjected to a regular annual audit and that the figures supplied by managers have within certain limits been accepted by the Department without further scrutiny. Secondly in the case of vernacular aided schools, while on the one hand there has been no complete and general register, on the other the details of managers' income and expenditure can be seldom ascertained, (since regular accounts are hardly ever kept) or, if ascertained, can be still more rarely checked. It follows therefore that much of the alleged private expenditure by managers upon equipment and staff in such vernacular schools must be taken upon trust and that the fee income, if it has to be stated, should be represented probably by a mean drawn between a minimum pleaded by the manager and a maximum imagined by the Deputy Inspector, or 'the office'.

Sources of income and expenditure.

2. The sources from which expenditure on education is met in Burma are Provincial Funds, District and Local Funds, Municipal Funds, Fees and Miscellaneous items known as "other sources." Provincial Funds are devoted mainly to the upkeep of the Departmental staff and institutions, to the allotment of grants-in-aid to schools and colleges unaided or insufficiently aided by local district or municipal funds, and to contributions towards the erection or extension of aided school buildings. The Public Works Department bears the cost of all buildings required by the Education Department for its own use. District funds include money raised by the District Cess which is levied from 20 districts in Lower Burma and 20 per cent. of which may be devoted to educational purposes. The cess item is expended entirely upon contributions and grants-in-aid and no separate schools are maintained by it. The term "Local funds" denotes funds belonging to Native States. Of the expenditure from this source upon education the Education Department in Burma at present has no general cognizance and complete returns have never been obtained. Municipal funds are usually expended upon the support of "English" schools, a number of which at present are owned by Municipalities, and in grants-in-aid to vernacular schools. The total under 'fees' represents the fee income received in all schools Government, Municipal or Aided, inclusive of hostel fees. 'Other sources' include money received from subscriptions, and endowments and miscellaneous private sources, and expended upon the staffs, buildings and equipment of aided institutions under private management.

Total expenditure in 1906-07. Statement IV.

3. The total expended from all these sources amounted in 1906-07 to nearly $3\frac{1}{2}$ million rupees as against less than 2 millions in 1901-02. "Direct" expenditure from public funds accounts for nearly $1\frac{1}{2}$ millions of the former sum, aided institutions obtaining something over one million of this direct expenditure. The last item, which is more than three times the sum allotted to aided schools in 1896-97 and nearly double of that awarded in 1901-02, constitutes a striking testimony at once to the expansion of aided institutions and to the liberality of Government towards them.

Provincial Funds. Statement IV.

4. The annual assignment to education from Provincial Funds has risen during the quinquennium from less than nine to over 16 lakhs in 1906-07. The strain upon the purely provincial revenue that so large an increase might have entailed has been relieved by the Imperial grants of 4 lakhs in 1902-03 and succeeding years and of 2 lakhs in the years 1905-06 and 1906-07. Thus the expenditure upon education from Provincial Revenues as such stands at the end of the quinquennium higher by Rs. 1,85,481 only than it did in 1901-02. The various extensions and improvements effected during the period have been rendered possible mainly by the Imperial grants. Most of these charges however being of a recurring nature, in order to prevent a collapse when the assignments from India ceased, it became necessary to provide a corresponding sum in the provincial budget. Accordingly at the beginning of the new provincial contract the provincial allotment for education was raised to a little over 18 lakhs for 1907 08. In 1901-02 the largest item under Provincial Funds was 'Direction and Inspection.' In 1906-07, though this item had increased considerably, by far the largest amount spent went towards the upkeep of Secondary schools, while the expenditure from this source on Primary schools and building and equipment grants had more than doubled.

Local Funds. Statement IV.

5. District fund expenditure has increased but moderately. The bulk of it is devoted to the support of primary education, less than one-fifth going to Secondary schools. This source of expenditure appears capable of development. In 1906-07 two districts only contributed more than 20 per cent. of the District Cess, while 11 contributed from 15 to 19 per cent. But the contributions of no less than 7 fell considerably below the minimum of 15 per cent. Were it possible to establish an average contribution of 20 per cent. over the whole cess-paying area, a system of District Cess vernacular primary schools would become feasible, primary education could be placed on a better footing and provincial funds could be set free for use in other directions where they are more pressingly needed. Proposals tending in this direction have been made by the Commissioner of Arakan, which might be adapted to other divisions also.

Municipal Funds. Statement IV.

6. Municipal expenditure has doubled in the quinquennium. It is to be feared however that it has not been always in the right direction, the sum lavished in 1906-07 upon Secondary education being no less than three times that doled out to Primary schools. The bulk of the former amount is devoted to the cherishing of 'English' schools municipal and aided. Municipalities in Burma have been anxious to possess English schools of their own. In order to enable them to maintain such institutions large half salary-grants from Provincial Funds became necessary, and even so the schools could not as a whole be said to have attained a high level of efficiency. Government have decided to withdraw the half salary-grants, a necessary sequel to which will be the passing over to Government of a considerable number of municipal English schools. It is to be hoped that the municipal funds thus released will be devoted to what is a Municipality's preferential duty, the expansion and improvement of vernacular education.

Fees. Statement IV.

7. It is noteworthy that the item 'fees' has increased by 132 per cent. during the quinquennium. It is apparent therefore that the extra expenditure which Government in its threefold manifestations, 'Provincial,' 'Local' and 'Municipal,' has undertaken has been supplemented by a willingness on the part of the population to bear their direct share of the financial burden and to pay cash down for educational goods received. This applies however to Secondary and English rather than to Primary and Vernacular Schools. It is impossible to ascertain with accuracy the fee income of aided vernacular schools. Hence the total of fees

assigned to primary education includes only fees received in Government primary schools (English and Vernacular) and in municipal and aided English primary schools. Hitherto therefore the large sum collected as fees either in cash or kind in vernacular aided schools has been left out of consideration and no returns have been received for this item. Measures have lately been taken by which it is hoped that in future the Department will be able to gauge the amount approximately but precise figures will not be available.

'Other Sources.' Statement IV.

8. Expenditure from 'other sources' has risen by 81 per cent. It is significant however that the sum devoted to primary education from this source is almost minute and has declined during the quinquennium. The amount actually returned does not include the private expenditure of vernacular aided schools, for which, as with fees in the same institutions, it has not been practicable to collect accurate data and which has therefore been left out of account. The figures returned would seem to show that the bodies and managers for whom data are available have not striven to keep pace with the liberality of Government in this regard. For secondary schools there is an increase but not a very remarkable one. The main items of increase under this general head are buildings and equipments and 'miscellaneous' the latter of which has swollen curiously. The last enhancement is due mainly to the inclusion of sums contributed from private sources to the upkeep of hostels attached to aided institutions, such sums not having been thus included in 1901-02.

Decreases in expenditure in certain classes of institutions. Statement V.

9. Turning to various classes of institutions we find that expenditure upon 'Arts Colleges' has declined during the quinquennium by 6 per cent. This falling off can only be considered at the present juncture as most inopportune. It occurs in provincial expenditure and has been accounted for elsewhere. The only other class of institution expenditure upon which has declined is special schools other than training establishments. The decrease here is apparent only and is accounted for by the fact that the cost of survey schools is not included under the figures for 1906-07. A diminution in expenditure upon scholarships has also to be noted. It is not important and is due to the exclusion of survey school scholarships from the 1906-07 figures. Expenditure on scholarships is borne almost entirely by public funds. Scholarships in primary schools were abolished in the previous quinquennium and have not been revived since. It is a question however whether this measure was not premature. It is probable that the institution in primary vernacular schools of scholarships which should lead to middle vernacular schools would be of considerable benefit to vernacular education and would stem the inconsiderate demand for English.

Grants-in-aid.

10. The term under which these are awarded are set out in Chapters IV and V of the Burma Education Code. The former chapter applies to European and Anglo-Vernacular schools, the latter to vernacular (including indigenous). In the last year amendments of importance were proposed which are still under Government's consideration. Anglo-Vernacular and European schools, receive either a fixed grant or the 'ordinary' grant plus a certain number of half salaries. The latter system cannot be considered a satisfactory one. It entails unnecessary interference on the part of the Department in the internal economy and management of aided schools, and is perhaps somewhat extravagant both for managers and Government, while the calculation of 'the ordinary' item remains for the outside public a cryptic mystery, to an esoteric knowledge of which few managers attain. The majority of vernacular schools continue under the results grant system which the Inspectors, Northern Circle and Central Circle most decidedly prefer to the new fixed grants introduced in the year 1905-06. The conditions of the latter as at present in force are distinctly open to objection. In effect they handicap the more progressive school managers who, whether voluntarily or compulsorily, are placed under them. In the revision attention has been paid to this point and results grant and fixed grants will be placed on a more equal footing. In addition to these grants, half salaries and temporary salaries are obtainable. In regard to the latter the Inspector of Schools, Central Circle, notes that they are intended for "managers in backward localities but too often the school is given up when the grant expires." A system of regular

salaries to village school masters in lieu of the varied assortment of grants now awarded would seem preferable but with the funds at present available and the high rate of living in Burma is not easy to apply in this province.

CHAPTER XVI.

GENERAL SUMMARY.

General remarks.

1. This chapter, in accordance with the plan pursued in the last Quinquennial Review of the Government of India and with what seems a preferable order, has been transferred from its previous position as Chapter II to the close of the report. The financial details which it has been customary to include in this summary have been relegated either to the chapters which they particularly concern or to a general chapter on 'Finance,' also in accordance with the method of the Imperial Review.

Control and Inspection and Departmental staff.

2. The Department has been increased during the quinquennium by one Inspector, 13 Deputy Inspectors, 11 Sub-Inspectors and 46 Itinerant Teachers. The service has been reorganized and now includes three sections, Indian Educational Service, Provincial Educational Service and Subordinate Educational Service. The Indian Educational Service of Burma on March 31st, 1907 included 11 posts as against 8 on March 31st, 1902, the additional appointments being 3, the Principalship of the Government Collegiate High School, Rangoon, the Assistant Directorship and the Inspectorship of Normal Schools and European Education. The entire Departmental Collegiate and School teaching staff now numbers 264 members as against 74 in 1901-02. The Departmental clerical staff has risen in the quinquennium from 22 to 43. Miscellaneous posts stand at 12 against 12 in the previous period. The pay of the Directorship has been raised from Rs. 1,250—50—1,500 to Rs. 1,500—100—2,000 per mensem from the year 1903.

Collegiate Education. Statement III.

3. The number of Arts Colleges remains the same, one now belonging to Government and the other to the American Baptist Mission. The number of students undergoing collegiate education is now 135 as against 148 in 1901-02. Plans for the reorganization of both colleges are under consideration.

Secondary Education. Statement III.

4. The number of Secondary schools has risen by 200 and the number of scholars by over 20,000. Girls constitute about one-fifth of the total in attendance. The figures however as they stand are fallacious since they include the primary departments attached to middle and high schools. If these primary scholars be neglected, the total of secondary pupils does not amount to more than 9,932, of whom 3,387 attend Vernacular and 6,545 Anglo-Vernacular schools. Of this diminished total 8,825 are males and 1,107 females. These figures are exclusive of private schools in which well defined secondary departments are not maintained. The Inspector of Schools, Eastern Circle, notes that in his circle Secondary schools after remaining stationary in number and attendance for four years have, in the fifth, increased by 20 per cent. and 14 per cent. under these heads respectively. Other Inspectors all report progress, but the Inspector of Schools, Central Circle, draws attention to the fact that it is mainly in the middle standards and that High School education proper is in danger of declining.

Primary Education. Statement III.

5. The number of Primary schools has risen in the quinquennium by 1,173 and that of scholars by very nearly 44,000. Girls form over one-fourth of the total in attendance. Of the total of pupils 2,598 belong to Anglo-Vernacular Primary schools. These figures refer to public institutions only. All Inspectors return increases. But the Inspector of Schools, Northern Circle, notes that the number of schools and attendance in Mandalay District and town have declined in the last year and that this is due not only to fever and plague but to a policy of concentration pursued by previous Inspectors. He prefers many moderately good vernacular schools to a few specially good ones and points out that if the number of schools is curtailed, parents are deprived of opportunities of educating their children, as they cannot afford to send them to schools at great distances.

Female Education. Statement I.

6. The total of girls under instruction in public institutions has risen from 36,755 to 58,665. Of these 1,443 are in European schools, 2,759 in Anglo-Vernacular and 54,463 in Vernacular schools. The Inspector of Schools, Northern

Circle, notes that nearly one-half the pupils in public schools in the Northern Shan States are girls, while the Eastern Circle Inspector reports that all classes of female pupils, except Europeans and Eurasians, have doubled in number in the Eastern Circle. In the Central Circle in 1906-07 plague and rumours of plague reduced the numbers. In the Western Circle, even in Arakan, progress has been good on the whole.

European Education. Statement III-A.

7. The total of Europeans and Eurasians under instruction is 3,406 as against 3,025 in 1901-02. Of these 2,123 are in European schools and the rest attend Anglo-Vernacular schools. The number of European and Eurasian girls under instruction is 1,646. The total increase of European pupils is remarkably small. The European and Eurasian population is a growing one and the number of children in attendance at school might well be expected to be higher than it is, especially in secondary standards. During the quinquennium European schools have been definitely marked off from Anglo-Vernacular schools and have been brought under the special European Code, with a special Inspector to deal with them. So far as grants however are concerned they are dealt with on the lines laid down in the Burma Education Code, Chapter IV.

Special classes and wild tribes.

8. The total number of pupils of these classes under instruction in special schools is 43,764 against 29,015 in 1901-02. The organization of education in the Shan States and Chin Hills and the establishment of the Shan Chiefs' School at Taunggyi are the most noteworthy events of the period in connection with this branch of educational administration.

Private Institutions. Statement III.

9. This term includes institutions of various grades and classes, which seldom admit of a hard and fast distinction as primary or secondary. The total of pupils attending such schools has risen by nearly 18,000 and the number of schools is placed at the extraordinarily high figure of 15,165 as against 13,543 in 1901-02. Girls form a very small minority in such schools, the total for boys being over 40 times larger than that for girls.

Pâli schools.

10. In connection with "private institutions" (though classed for statistical purposes under 'special schools') may be noted Pâli schools. A few of these are "public institutions," since they are inspected and receive aid from Government, but the majority are private monastic schools which do not conform to the departmental curriculum but in addition to the ordinary work of a monastic school, prepare candidates for the Patamabyan examinations. The total number of Pâli schools is placed at 181.

Management. Statement III.

11. The rise in the number of State-owned institutions has been most marked, the percentage of increase on the figures for 1901-02 being 76 for institutions and 110 for scholars. Compared with these the percentages for aided schools and pupils are relatively moderate and those for private schools small. 'Board' schools, *i.e.*, schools owned by Municipal boards have not increased in number, though the total of their pupils has risen. The vast majority of pupils attend aided or private schools.

Races or creeds of pupils. Statement III.

12. The Buddhist faith still claims by far the greatest number of adherents among the children under instruction whether in public or private schools, and the figures for Buddhist pupils have steadily risen. Native Christians form the next most important item—*longo intervallo*—and they can boast a considerable increase of scholars. Then come Mahomedans, and then Europeans and Eurasians, all on the upward grade, though the latter very slightly so. Indians have increased but they belong to the less intellectual castes and the number of Brahmins among them has most palpably declined.

Stages of instruction. Statement V.

13. The number of male pupils attending a College, or the High Department in a school reached their maxima in 1903-04, 1904-05 respectively, since when there has been a decrease: the number attending Colleges is slightly less in 1906-07 than in 1901-02, but the number attending High Departments is still greater than in 1901-02. In the case of female pupils in the same stages there has been a marked decline in the figures for collegiate education but a considerable increase in the High School stage. The totals for middle departments have largely increased, as too have those for the Upper Primary stage.

English, the Vernacular and a classical language. Statement III.

14. The total number of pupils learning English has risen by a percentage of 44 per cent. for public institutions. The figures of those studying English in private institutions are very small but even these show a marked enhancement. On the other hand the returns for pupils taking a classical language, the large majority being Pâli students, exhibit a large percentage of increase and the actual figures are creditably high. For the vernaculars the figures are naturally large and enhancements are shown but the percentages of increase are less than in the cases of English and classical languages. The proportion of the school-going population that studies English is one in 60 as against one in 78 in 1901-02.

Total under education in the province and total number of schools. Statements I & III.

15. The total number of persons under instruction in the province is now 398,598 against 316, 250 in 1901-02. The total number of institutions is 21,375 against 18,284 at the end of the last quinquennium. Over two-thirds of the schools fall under the class of private institutions, and these include considerably over one-third of the children actually under instruction. The population of school-going age is reckoned at 1,571,626 and the percentage upon this of children actually attending school is 25·4. The percentage of schools to towns and villages is highest in Sagaing, Meiktila and Minbu, lowest in the Irrawaddy Division, the Shan States and Chin Hills. The total of this last percentage stands lower than in 1901-02, which apparently indicates that the spread of education has not kept pace with the extension of the area brought within its scope and the increase of population.

The Burma Education Code.

16. Nearly throughout the whole quinquennium the provincial education code has been subjected to a process of piecemeal amendment. Finally in 1906-07 it was comprehensively revised and the results of that revision are still under the consideration of Government. The more important alterations effected during the quinquennium (apart from the final revision relate to the following matters:— Teaching of English through the medium of the Vernacular up to Standard IV in all Anglo-Vernacular schools, Government, Municipal and Aided, except those specially exempted; revision of the scale of half salary-grants payable to certificated teachers; revision of the rules for grant-in-aid to Indigenous schools; revision of the rules for the training of Normal students and the institution of a system by which teachers in Government and Municipal Schools were required to undergo a year's training in a Government Normal School; modification of the rules for the award of male and female medical scholarships and an increase in number in the case of the former; the institution of two scholarships endowed by Maung Ohn Ghine, C.I.E., tenable at the Government School of Engineering, Insein, and of another paid by Government and tenable at the Engineering College, Sibpur.

J. G. COVERNTON, M.A.,
Director of Public Instruction, Burma.

RANGOON, 10*th August* 1907.

APPENDIX A.

"INSPECTION AND EXAMINATION IN SECONDARY SCHOOLS."

(Extracts from a special note by the Inspector of Schools, Central Circle.)

I give below extracts from a special note accompanying the report of Mr. Snow, Inspector of Schools, Central Circle. The whole note, though of great value, was too lengthy for insertion in its complete form in this Quinquennial Report. Mr. Snow shows clearly enough the evils of the rigid system of individual examination that has hitherto obtained in Burma. Not one of the least of these was the sapping of a sense of responsibility alike in managers and in teachers. In the last year a considerable change has been effected. The Department will in future hold detailed examinations only in Standards IV and VII the head classes respectively of the Anglo-Vernacular primary and middle departments. The final standard in the High School is tested by the Calcutta University's Matriculation. The rest will be left to the teachers and managers subject to check and inspection by the Inspector. Mr. Snow develops his position considerably further. He would have the present detailed oral test abolished—which may be feasible next year when the results of this year's experiment have been seen. He would also (following on the lines of England, Canada and Germany) abolish altogether annual examinations as held by the Department, and would trust solely to inspection. Circumstances in this province, however, are not the same as in England, the Colonies or the Continent. In the Bombay Presidency it is true that annual examinations are not regularly held by the Department in Secondary Schools. But even there conditions are more advanced and the educational system more liberal than is yet possible here. Burma is not ripe for so sweeping a change and though the end should be kept in view the progress toward it must be gradual.

"The true source and origin of our faults lies rather in the system than in those who work under it. Anglo-Vernacular Schools, unlike Vernacular, are no longer paid by results; and one would therefore expect from them a greater readiness to adopt improved methods and a freer development generally. If the expectation is disappointed, and these schools are still not noticeably more progressive than the others, the principal cause is one that appears to admit of no remedy—the use of a foreign language as the medium of instruction. The pupils are taught in English either by Burmans not well acquainted with the language or by Europeans who are often ignorant of Burmese. This inevitably gives a mechanical turn to the teaching and encourages learning by rote.

"The difficulty can only be mentioned here, though it lies at the root of the whole matter. In spite of it something would have been gained by the abolition, in 1901, of payment by results, had that reform been accompanied by a change in the methods of examination and inspection. No change, however, took place. To all intents and purposes Anglo-Vernacular Schools are still governed in exactly the same way as Vernacular; the evils of the system have survived it.

"What those evils are it is unnecessary to explain in detail. The undue preponderance given to a mechanical test is certainly one of them. As long as everything turns on an examination the results of which are precisely and literally specified by the Department beforehand, "so long," to use the words of Matthew Arnold, "the inspection will be mechanical and unintelligent, and it will inevitably draw the teaching after it." In England, when payment by results was finally abandoned, the Annual Examination went with it, much to the advantage of the schools. In Burma this opportunity was missed. Up to last year, every pupil in the Secondary Department has been individually examined by the Inspector, while the Primary standards have only been left to managers because wrongly considered to be less important. This written examination has undoubtedly been regarded by teachers, pupils and inspectors as the principal event of the school-year, and has eclipsed everything else.

"Examination has a way of eclipsing everything else. Unless carefully repressed, it is sure to dominate the teaching, the inspection and the whole course of instruction. The credit of the schools comes to depend on it, and so attention is devoted not to teaching but to obtaining passes. If one's methods are adversely criticised by the Inspector, it is pleasant to reflect: Well, I passed all but two last year. The verdict of the Inspector is probably right, that of the examination misleading; but the former is known to few, the latter to everybody.

"The effect of examination, or of examination ideals, on the curriculum is equally disastrous. An absolute minimum, so many pages of such and such text-books, must be prescribed; and this is regarded, against all reason, as the maximum. Take Burmese for example. Half the Wethandaya is prescribed for the Sixth, the rest for the Seventh. The consequence is that no other Burmese is read in those standards; yet the whole book is not too long or difficult to be set to the Sixth as a task for the hot-weather holidays. A minute

prescription of the course, sanctioned by examinations, seems to paralyse the teachers and deprive them of all initiative; it is no uncommon experience to find an Eighth Standard that has gone for months without English reading simply because the prescribed text-book has not yet been announced from Calcutta.

"Precise schemes of work have their value if they are published as suggestions, and several alternatives are provided; but one rigid programme backed by prescribed text-books and annual examinations obstructs development and sacrifices progress to uniformity.

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"I have tried to show that the Inspector's scope is unduly limited by the Annual Examination and its consequences. His time is also occupied with matters irrelevant to his work. Inspection and examination, I need hardly say are not synonymous terms, and the latter is not the principal work of an Inspector, though this fact is constantly ignored in practice. The primary duty of an Inspector is to test the efficiency of schools. Examination is one way of doing so, but it is not the only way, nor the most important. It passes a verdict on the finished product, and cannot be dispensed with, but it should never be more than ancillary to the main business. The main business is the inspection of the teacher; the most critical question: Are the pupils well taught? But hitherto the Inspector, at any rate during the Annual Inspection, has been so much engaged upon examination details that this most necessary part of his work has been more or less neglected. The "Oral Test" well illustrates this point. It seems quite reasonable to require that the Inspector shall test the pupils orally, and such a test must form part of any inspection. But to insist on his testing each pupil individually is a different matter.

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"This test, though it occupies at least half the time allotted for inspection, is nevertheless so hurried that it is recognised as useless in deciding the promotions; I do not remember a single case in which it has affected the promotion of a candidate. Nor does it aid the Inspector in forming an idea of the work; indeed it prevents this, he cannot see the wood for the trees. For his purpose, to test the efficiency of the teaching, it would be far better to select a few pupils, ask the teacher to select a few more, and then to question these thoroughly; as an Inspector he is not interested in the performance of the individual pupil.

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"The transference of the examination in Standards V and VI to school-managers is a welcome change; though the relief afforded will not be considerable as long as the Oral Test remains unaltered. The Inspector, in any case, need never fear that time will hang heavy on his hands; for nothing that concerns the school can be a matter of indifference to him.

* * * *

"He has to note whether the material conditions of success are present; the pay and terms of employment of the teachers, the suitability of the buildings and equipment, the provision made for games and recreation; he should also make himself acquainted with the finances of the school, and may even be required to audit the accounts. But his chief concern is with the teaching and management of the classes, for on these efficiency depends. He must see whether the time-table is suitable, arranged with due regard to the extent and difficulty of the various subjects. He must see also whether it is followed:—Is there punctuality not only in opening schools but in changing classes? Is regular supervision provided for, and is it effective? Is the work duly revised,—revision not left to the end of the year? Are the exercise books and written work neat and properly corrected? Is the work in general well ordered and methodical, and the discipline satisfactory?

"The Code also requires the Inspector to hear a lesson from each teacher at his visit to a school. In practice, however, this resolves itself into testing those who have not yet obtained their full certificates. This "Practical Test" is perhaps not a very satisfactory affair. The Inspector is instructed to warn the teacher beforehand, wherever possible, and to require from him "notes of lessons". The lesson therefore tends to be rather an artificial performance, and may give little clue to the teacher's ordinary methods or teaching power. If the test is to be a real one, everything should be done to preserve every day conditions. 'The lesson should be, as far as possible, ordinary lessons in the term's course. Half an hour in a school-room, the visitor sitting quietly (it is often well to sit *behind* the pupils) and watching, is frequently sufficient to form a good idea of the sort of teaching, the sort of pupils, and the qualities of the teacher."

APPENDIX B.

The following extracts from a note by Mr. Potter, Inspector of Schools, Northern Circle, on *Pôngyi* schools, contain suggestions as regards special methods of assisting these schools. The suggestions contain much that is of value, but before they can be adopted careful and detailed consideration and probably some modification will be necessary, and certain details will have to be further elucidated. The compatibility of the proposed system with the revised scheme of grant for purely indigenous schools is a matter which would also require investigation:—

"With regard to supplying private Monastic schools with teachers paid by Government I would point out that out of 8,032 such schools in the Northern Circle only 9 per cent. have an attendance of from 15 to 20 and 5 per cent. an attendance of over 20 pupils. The rest or 86 per cent. of the total number have an average attendance of only 7 pupils and may therefore be ignored as far as the above proposal is concerned owing to the paucity of pupils. Of the 14 per cent. or 1,188 schools in which there is a reasonable attendance I would suggest, if the *Pôngyis* are willing, that teachers paid by Government be placed in charge each of 5 to 10 of these schools and that the pupils in each of these schools be taught in turn for one week. In addition to this the usual book and equipment grant should be given to each school and as an inducement to *Pôngyis* to register their schools they may be given results grants at, say, half the usual rate, payment of the same being of course made according to the rules of Vinaya.

This system meets all the objections said to be given by *Pôngyis* for not registering their schools and would not be more expensive than the usual results grant system. Again, certificated teachers are not essential, and this being so the rate of pay of the teachers thus employed would be less than that paid for qualified men. In course of time some of the schools receiving the assistance of a teacher paid by Government might and probably would be able to get along without any further assistance from this teacher, and when this occurred they might be given results grants at the usual rate.

The system would have to be initiated gradually in view of the fact that for this circle alone, on the supposition that all the *Pôngyis* agreed to receive these forms of aid and to have their schools registered we should require 70 to 140 teachers according to the number of schools placed under one teacher.

With a slightly modified course of instruction, and a warning to Deputy Inspectors of Schools with regard to their behaviour when interviewing *Pôngyis* I am sure this system would result in a large increase in the number of registered Monastic schools."

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GENERAL TABLE NO. I.—*Abstract Return of Colleges, Schools and Scholars in Burma for the official year* 1906-07—(Chap. VIII, Para. 3, and Chap. XVI, Paras. 6 & 15.)

(For details see General Table No. III.)

Area and Population.				PUBLIC INSTITUTIONS.							PRIVATE INSTITUTIONS.				
				Collegiate Education.		School Education—General.		School Education—Special.							
Total area in square miles.	Number of Towns and villages.	Population.	Institutions and Schools.	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.	Total of Public Institutions.	Advanced.	Elementary.	Grand Total.	Percentage of	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
219,894	Towns 52	Males 5,335,484	Institutions for Males...	2	...	504	4,950	8	195	5,659	...	15,077	20,736	Institutions to number of towns and villages, 35·52.	
	Villages 60,131		Institutions for Females	...	...	65	473	4	9	551	...	88	639		
		Females 5,142,024	Total ...	2	...	569	5,423	12	204	6,210	...	15,165	21,375		
			Scholars Males...	133	...	42,048	124,427	377	1,478	168,463	...	167,341	335,804	Male scholars to male population of school-going age, 41·96.	
			Scholars Females	2	...	10,914	47,230	165	354	58,665	...	4,129	62,794	Female scholars to female population of school-going age, 8·14.	
	Total 60,183	Total 10,477,508	Total ...	135	...	52,962	171,657	542	1,832	227,128	...	171,470	398,598		

The population of school-going age is taken at 15 per cent. of the whole population.
The figure for the total population does not include the Pakôkku Chin Hills tract.

GENERAL TABLE II.—*Abstract Return of Expenditure on Public*

(For details see

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.					
	COLLEGIATE EDUCATION.		SCHOOL EDUCATION—GENERAL.		SCHOOL EDUCATION—SPECIAL.	
	Arts Colleges.	Professional Colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions for Males	78,214	...	10,97,877	5,48,892	89,291	62,268
Females	...	...	2,15,391	82,745	9,547	8,557
Total ...	78,214	...	1,313,268	631,637	98,838	70,825
2. (*a*) Percentage of Provincial expenditure included in columns 2-17 to total Provincial expenditure on Public Instruction.	3·07	...	25·07	18·02	5·81	3·48
(*b*) Percentage of Local expenditure included in columns 2-17 to total Local Fund expenditure on Public Instruction.	...	...	17·94	78·49	...	...
(*c*) Percentage of Municipal Fund expenditure included in columns 2-17 to total Municipal expenditure on Public Instruction.	...	...	69·23	22·78	...	...
(*d*) Percentage of total expenditure in columns 2-17 to total expenditure on Public Instruction.	2·24	...	37·66	18·11	2·84	2·03
3. Average annual cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government institutions. Cost to Provincial revenues.	394 13 5	...	9 13 3	22 4 6	193 7 6	176 14 6
Cost to Local and Municipal Funds.	...	...	0 9 1	...	...	...
Total cost ...	493 9 11	...	74 3 10	25 0 11	194 8 9	201 15 3
Local Funds schools. Cost to Provincial revenues.	...	...	...	...	...	...
Cost to Local Funds ...	...	...	...	...	...	...
Total cost ...	..	...	...	..	...	...
Municipal schools. Cost to Provincial revenues.	...	...	20 2 9	11 11 3	...	...
Cost to Municipal Funds	...	...	3 7 4	11 2 9	...	...
Total cost ...	...	...	48 5 6	39 0 4	...	...
Institutions in Native States. Cost to Native States' revenues.	...	...	...	...	...	...
Cost to Local and Municipal Funds.	...	...	...	...	...	...
Total cost ...	...	...	...	...	...	...
Aided institutions. Cost to Provincial revenues.	104 5 7	...	4 3 10	1 8 3	98 11 5	8 5 5
Cost to Local and Municipal Funds.	...	...	5 10 11	1 11 0	...	...
Total cost ...	846 10 5	...	20 5 10	3 7 11	119 6 11	13 15 6
Unaided Institutions. Total cost ...	...	...	...	...	...	..
All institutions .. Cost to Provincial revenues.	347 12 7	...	7 11 4	1 11 1	156 8 9	31 1 6
Cost to Local and Municipal Funds.	...	...	5 4 2	1 10 10	...	...
Total cost ...	550 12 10	...	25 1 6	3 10 10	165 4 6	39 5 7

Instruction in Burma for the official year 1906-07.
General Table IV.)

Total.	TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total expenditure on Public Instruction.	Remarks.
	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furn and apparatus.	Miscellaneous.	Total.		
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1,876,542 316,240	...	52,801	272,945	30,748	341,424	33,284	56 ,249	1,294,451	3,487,233	
2,192,782	...	52,801	272,945	30,748	341,424	33,284	563,249	1,294,451	3,487,233	
55·45	...	3·28	16·88	1·90	16·60	1·14	4·75	44·55	100	
96·43	...	...	..	...	...	·92	2·65	3·57	100	
92·01	...	...	·39	...	1·22	·59	5·79	7·99	100	
62·88	...	1·51	7·83	·88	9·79	·96	16·15	37·12	100	

Rs. A. P.		
67 5 10		
0 5 1		
85 9 9		
...		
...		
...		
20 1 0	Percentage of Provincial expenditure included in column 17 to total expenditure on Public Instruction	46·16
3 8 11	Percentage of Local Fund expenditure included in column 17 to total expenditure on Public Instruction	7·80
48 3 7	Percentage of Municipal expenditure included in column 17 to total expenditure on Public Instruction	9·38
...	Percentage of expenditure from fees included in column 17 to total expenditure on Public Instruction	26·21
...	Percentage of expenditure from all other sources included in column 17 to total expenditure on Public Instruction.	10·45
		100·00
...		
2 4 1		
2 8 3		
7 5 5		
...		
3 15 1		
2 7 9		
9 10 10		

GENERAL TABLE NO. III.—*Return of Colleges, Schools, and Scholars in Burma for the official year* VI, Paras. 4 and 7; Chap. VII, Paras. 2 4, and 7; Chap. VIII, Paras. 1, 3, and 4; Chap. IX,

Class of Institutions.	PUBLIC							
	UNDER PUBLIC							
	Managed by Government.				*Managed by District or Municipal Boards.*			
	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
COLLEGIATE EDUCATION. English	1	111	119	104	...	...	...	...
COLLEGIATE EDUCATION. Oriental	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
COLLEGIATE EDUCATION. Law	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Medicine	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Engineering	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Teaching	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Agriculture	...	...	...	...	...	...	...	...
Total	1	111	119	104	...	...	...	...
Secondary Schools.‡								
SCHOOL EDUCATION—GENERAL. For boys — High schools	*6	1,365	1,424	1,308	3	1,349	1,244	1,030
SCHOOL EDUCATION—GENERAL. For boys — Middle schools — English	7	792	756	648	13	2,447	2,336	2,033
SCHOOL EDUCATION—GENERAL. For boys — Middle schools — Vernacular	7	555	555	555	...	...	...	...
SCHOOL EDUCATION—GENERAL. For girls — High schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL. For girls — Middle schools — English	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL. For girls — Middle schools — Vernacular	...	...	...	...	...	...	...	...
Total	20	2,712	2,735	2,511	16	3,796	3,580	3,063
Primary Schools.								
SCHOOL EDUCATION—GENERAL. For boys	24	1,207	1,207	1,170	1	53	47	42
SCHOOL EDUCATION—GENERAL. For girls	4	205	205	205	...	...	...	...
Total	28	1,432	1,412	1,375	1	53	47	42
Schools for Special Instruction.								
SCHOOL EDUCATION—SPECIAL. Training schools for Masters	5	305	365	320	...	...	...	...
SCHOOL EDUCATION—SPECIAL. Training schools for Mistresses	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. Schools of Arts	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. Law schools	1	19	20	19	...	...	...	...
SCHOOL EDUCATION—SPECIAL. Medical schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. Engineering and Surveying schools	2	103	108	99	...	...	...	...
SCHOOL EDUCATION—SPECIAL. Technical and Industrial schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. Commercial schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. Agricultural schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. Reformatory schools	1	81	81	81	...	...	...	...
SCHOOL EDUCATION—SPECIAL. Other schools	2	36	34	30	...	...	...	...
Total	11	544	608	549	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	60	4,799	4,874	4,539	17	3,849	3,627	3,105

* Includes one Government Vernacular High School with an attendance of 131.

‡ The figures for Secondary Schools include the number

1906-07—(Chap. III, Paras. 1, 5 and 7; Chap. IV, Paras. 3, 4, 5, 6 and 8; Chap. V, Paras. 3 and 5; Chap Paras. 5 and 6; Chap. X, Para. 2; Chap. XII, Para. 1; and Chap. XVI, Paras. 3, 4, 5, 9, 11, 12, 14 and 15.)

INSTITUTIONS

MANAGEMENT.				UNDER PRIVATE MANAGEMENT.							
Maintained by Native States.				*Aided by Government, or by District or Municipal Boards.*				*Unaided.*			
Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
...	...	...	...	1	24	23	20	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	24	23	20	...	...	...	...
...	...	...	...	†17	5,662	5,507	4,899	...	...	...	...
...	...	...	...	47	8,274	8,022	6,669	...	...	...	...
...	...	...	...	404	26,628	26,628	26,628	...	...	...	...
...	...	...	...	9	1,528	1,481	1,339	...	...	...	...
...	...	...	...	14	1,478	1,409	1,243	...	...	...	...
...	...	...	...	42	2,884	2,884	2,884	...	...	...	...
...	...	...	...	533	46,454	46,021	43,662	...	...	...	...
...	...	...	...	4,925	154,604	154,645	154,333	...	...	...	...
...	...	...	...	469	15,568	15,555	15,485	...	...	...	...
...	...	...	...	5,394	170,172	170,200	169,818	...	...	...	...
...	...	...	...	3	143	142	148	...	...	...	...
...	...	...	...	4	94	91	85	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3	193	179	177	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	195	1,400	1,378	1,309	...	...	...	...
...	...	...	...	205	1,830	1,790	1,719	...	...	...	...
...	...	...	...	6,133	218,480	218,034	215,219	...	...	...	...

† Includes seven Vernacular High Schools with an attendance of 861 of pupils in all departments (High, Middle and Primary).

GENERAL TABLE NO. III.—*Return of Colleges, Schools and Scholars*

Class of Institutions.			Grand total of Public Institutions.	Grand total of scholars on the 31st March.	Number of scholars on 31st March learning		
					English.	A classical language.	A vernacular language.
1			22	23	24	25	26
		Arts Colleges.					
Collegiate Education.	English		2	135	135	112	...
	Oriental		..	...	...	...	...
		Colleges or Departments of Colleges for Professional Training.					
	Law		...	...	...	...	...
	Medicine		...	...	...	...	...
	Engineering		..	...	...	...	...
	Teaching		...	...	...	...	...
	Agriculture		...	...	...	...	..
		Total ..	2	135	135	112	...
		Secondary Schools.					
School Education—General.	For boys ... High schools		26	8,376	7,384	823	8,006
	For boys ... Middle school ... English		6	11,513	11,513	1,654	9,857
	For boys ... Middle school ... Vernacular		411	27,163	..	12,676	27,183
	For girls ... High schools		6	1,528	1,528	337	858
	For girls ... Middle schools ... English		14	1,178	1,478	74	1,167
	For girls ... Middle schools ... Vernacular		42	2,884	...	750	2,884
		Total ...	569	52,962	21,903	16,314	49,955
		Primary Schools.					
	For boys		4,950	155,884	2,122	63,799	152,240
	For girls		473	15,773	476	5,304	15,621
		Total ...	5,423	171,657	2,598	69,103	167,861
		Schools for Special Instruction.					
School Education—Special.	Training schools for Masters		8	448	263	31	181
	Training schools for Mistresses		4	94	34	...	81
	Schools of Arts		...	...	...	...	...
	Law schools		1	19	19	...	...
	Medical schools		...	...	...	...	...
	Engineering and Surveying schools		2	103	63	...	...
	Technical and Industrial schools		3	195	119	2	93
	Commercial schools		..	...	...	...	...
	Agricultural schools		...	...	...	...	...
	Reformatory schools		1	81	...	...	81
	Other schools		107	1,436	358	1,033	230
		Total ..	216	2,374	856	1,066	666
Total of Colleges and Schools of Public Instruction.			6,210	227,128	25,492	86,595	218,482
Private Institutions ...	1. Advanced teaching:— (a) Arabic or Persian		...	...	...	...	...
	(b) Sanskrit		...	...	...	...	...
	(c) Any other Oriental classic		...	...	...	...	...
	2. Elementary—teaching a Vernacular only or mainly. For boys		14,853	165,675	69	88,529	164,053
	2. Elementary—teaching a Vernacular only or mainly. For girls		58	1,372	...	682	1,372
	3 Elementary—teaching the Koran. For boys		213	4,127	...	4,127	...
	3 Elementary—teaching the Koran. For girls		...	...	...	...	...
	4. Other schools not conforming to Departmental Standards. For boys		11	296	218	159	137
	4. Other schools not conforming to Departmental Standards. For girls		..	...	...	..	...
	Total	...	15,165	171,470	287	93,497	165,562
Grand total		...	21,375	398,598	25,779	180,092	384,044

in Burma for the official year 1906-7—concluded.

CLASSIFICATION OF SCHOLARS ON THE ... ACCORDING TO RACE OR CREED.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.		
27	28	29	30	31	32	33	34	35	36
15	28	...	7	7	77	...	1	2	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	.	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...
...	...	...	...		...	...	...	...	...
15	28	...	7	7	77	...	1	2	...
971	1,079	5	161	546	5,557	38	19	359	...
180	2,548	29	1,312	928	6,613	3	...	922	...
7	1,562	1	27	775	24,810	1	...	5,667	...
1,150	68	2	5	6	270	13	14	...	383
632	325	12	9	22	467	2	9	...	450
2	600	...	21	107	2,154	...	...	...	1,091
2,942	6,182	49	1,435	2,384	39,871	57	43	6,948	1,924
102	10,842	38	1,705	4,200	138,997	4	56	36,675	...
62	853	...	76	168	14,609	5	...	...	5,218
164	11,695	38	1,781	4,368	153,546	9	56	36,675	5,218
50	147	4	13	14	219	1	...	71	...
5	76	...	...	...	13	...	...	...	...
...	...	...	...	...	..	...	...	...	...
3	1	2	4	-	7	...	...	...	...
...	...	...	...	...	...	...	...	...	...
28	21	5	20	3	15	..	11	...	...
35	120	...	...	...	53	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	15	12	54	..	...	...	...
161	104	2	37	14	1,114	1	5	96	133
282	469	13	87	45	1,461	2	16	167	133
3,403	18,374	100	3,310	6,804	194,954	68	115	43,792	7,275
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	859	89	...	15	164,712	...	...	2,275	...
...	...	...	...	13	1,859	...	...	...	421
...	...	...	...	4,127	...	...	...	885	...
...	...	...	...	..	...	...	...	...	...
3	...	...	69	6	218	...	...	18	...
...	...	...	...	...	...	...	...	...	...
3	859	89	69	4,161	166,289	...	...	3,178	421
3,406	19,233	189	3,379	10,965	361,243	68	115	46,970	7,096

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March classified according to sex, race or creed*—(Chap. X, Para. 4 and Chap. XVI, Para. 7.)

	NUMBER OF SCHOLARS ON 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.							
	Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
1	2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.								
Arts Colleges.								
English ... ... Male	13	28	...	7	7	77	...	1
Female	2	...	...	...	...	...	...	...
Oriental ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.								
Law ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Medicine ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Engineering ... ... Male	...	...	...	...	...	...	...	...
Female	..	...	...	...	...	...	...	...
Teaching ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Agriculture ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Total ...	15	28	..	7	7	77	...	1
SCHOOL EDUCATION—GENERAL.								
Secondary Schools.								
For Boys—								
High ... ... Male	960	883	5	161	546	5,405	38	19
Female	11	196	...	...	...	152	...	...
Middle Schools—								
English ... ... Male	134	1,905	28	1,151	922	6,448	3	...
Female	46	643	1	61	6	165	...	...
Vernacular ... Male	4	1,116	1	22	617	19,755	1	...
Female	3	446	...	5	158	5,055	...	...
For Girls—								
High ... ... Male	227	9	1	1	3	131	2	9
Female	923	59	1	4	3	139	11	5
Middle Schools—								
English ... ... Male	212	32	5	8	13	173	1	6
Female	420	293	7	1	9	294	1	3
Vernacular ... Male	1	49	...	12	58	971	...	...
Female	1	551	...	9	49	1,183	...	...
Total ...	2,942	6,182	49	1,435	2,384	39,871	57	42
Primary Schools.								
For Boys ... Male	60	6,332	30	1,458	3,508	107,777	4	40
Female	42	4,510	8	247	692	31,160	...	16
For Girls ... Male	21	283	...	4	62	4,845	3	...
Female	41	570	...	72	106	9,764	2	...
Total ...	164	11,695	38	1,781	4,368	153,546	9	56
SCHOOL EDUCATION—SPECIAL.								
Schools for Special Instruction.								
Training Schools ... Male	11	134	4	13	14	200	1	...
Female	44	89	...	...	...	32	...	...
Carried over ...	55	223	4	13	14	232	1	...

GENERAL TABLE NO. IIIA.—*Number of scholars on the 31st March classified according to sex, race or creed*—concluded.

	NUMBER OF SCHOLARS ON 31st March, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.							
	Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Others.
1	2	3	4	5	6	7	8	9
Brought forward ...	55	223	4	13	14	232	1	...
Schools for Special Instruction—concluded.								
Schools of Arts ... ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Law Schools ... ... Male	3	1	2	4	2	7	...	...
Female	...	...	...	..	...	...	...	...
Medical Schools ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Male	28	21	5	20	3	15	...	11
Female	...	...	...	...	...	...	...	...
Industrial Schools ... Male	...	65	..	...	...	...	...	...
Female	35	55	...	...	...	38	...	...
Reformatory Schools ... Male	...	...	..	15	12	54	...	...
Female	...	...	...	...	...	...	..	...
Other Schools ... Male	83	52	1	18	11	1,043	...	2
Female	78	52	1	17	3	71	1	3
Total ...	282	469	13	87	45	1,460	2	16
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	3,403	18,374	100	3,310	6,804	194,954	68	115
Private Institutions.								
(1) Advanced teaching—								
(a) Arabic or Persian ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(b) Sanskrit ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(c) Any other Oriental classic. Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
(2) Elementary, teaching a Vernacular only or mainly—								
For Boys ... Male	...	477	78	...	13	162,832	...	...
Female	...	382	11	...	2	1,880	...	...
For Girls ... Male	...	...	...	...	7	414	...	...
Female	...	...	...	...	6	945	...	...
(3) Elementary, teaching the Koran only—								
For Boys ... Male	...	...	...	...	3,242	...	...	...
Female	...	...	...	...	885	...	...	...
For Girls ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Other schools not conforming to Departmental Standards—								
For Boys ... Male	3	..	...	60	6	209	...	...
Female	...	...	...	9	...	9	...	...
For Girls ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Total Private Institutions ...	3	859	89	69	4,161	166,289	...	...
GRAND TOTAL ...	3,406	19,233	189	3,379	10,965	361,243	68	115

GENERAL TABLE NO. IV.—*Return of the Expenditure on Public Instruction in Burma for the official* and 16; Chap. VI, Para. 13; Chap. VII, Para. 13; Chap. VIII,

Objects of Expenditure.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. *Arts Colleges.*							
English	46,986	...	...	11,755	...	...	58,741
Oriental	..	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	..	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	..
Total	46,986	...	...	11,755	...	...	58,741
SCHOOL EDUCATION—GENERAL. *Secondary Schools.*							
For boys — High Schools	83,053	...	...	47,043	...	...	1,30,096
For boys — Middle Schools — English	47,079	...	1,553	17,482	...	...	66,114
For boys — Middle Schools — Vernacular	6,151	...	...	690	...	...	6,841
For girls — High Schools	...	...	...	...	...	...	...
For girls — Middle Schools — English	...	...	...	...	...	...	...
For girls — Middle Schools — Vernacular	...	...	...	...	...	...	...
Total	1,36,283	...	1,553	65,215	...	...	2,03,051
Primary Schools.							
For boys	25,678	...	...	3,297	...	...	28,975
For girls	5,783	...	...	625	...	...	6,408
Total	31,461	...	...	3,922	...	...	35,383
SCHOOL EDUCATION—SPECIAL. *Schools for Special Instruction.*							
Training Schools for Masters	70,616	...	...	394	...	...	71,010
Training Schools for Mistresses	..	...	...	...	...	...	...
Schools of Arts	...	...	...	...	...	...	...
Law Schools	3,002	...	...	2,998	...	...	6,000
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	18,938	...	...	2,908	...	...	21,846
Technical and Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	19,862	...	...	...	...	...	19,862
Other Schools	1,186	...	...	180	...	...	1,366
Total	1,13,604	...	...	6,480	...	...	1,20,084
Buildings	(g)1,45,081	...	...	...	...	...	1,45,081
Furniture and apparatus (special grants only)	482	...	..	...	...	...	482
Total	1,45,563	...	...	...	...	...	1,45,563
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	4,73,897	...	1,553	87,372	...	...	5,62,822

(g) Exclusive of expenditure of

year 1906-07—(Chap. II, Para. 16; Chap. III, Para. 10; Chap. IV, Paras. 15 and 16; Chap. V, Paras 14 Para. 9; and Chap. XV, Paras. 3, 4, 5, 6, 7, 8 and 9.)

INSTITUTIONS.

MANAGEMENT.

Managed by District or Municipal Boards.							*Managed by Native States.*						
Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native States' revenues.	Local funds in Native States.	Municipal funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. IV.—*Return of the Expenditure on Public*

Objects of Expenditure.	PUBLIC						
	UNDER PRIVATE						
	Aided by Government or by District or Municipal Boards.						
	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	23	24	25	26	27	28	29
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. *Arts Colleges.*							
English	2,400	...	...	623	...	16,450	19,473
Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total ...	2,400	...	...	623	...	16,450	19,473
SCHOOL EDUCATION—GENERAL. *Secondary Schools.*							
For boys: High Schools	28,572	2,466	55,267	1,21,523	11,877	25,853	2,45,558
For boys: Middle Schools: English ...	74,351	...	69,732	1,44,200	25,630	33,474	3,47,447
For boys: Middle Schools: Vernacular	53,504	40,391	34,848	...	...	...	1,28,743
For girls: High Schools	19,026	1,314	20,010	54,046	8,425	12,953	1,15,774
For girls: Middle Schools: English ...	8,451	..	23,053	32,157	6,530	3,982	74,173
For girls: Middle Schools: Vernacular	11,134	4,624	9,686	...	...	...	25,444
Total ...	1,95,038	48,795	2,12,596	3,51,986	52,462	76,262	9,37,139
Primary Schools.							
For boys	2,19,955	1,98,631	61,222	26,729	4,105	7,441	5,18,083
For girls	38,179	14,834	12,800	7,874	690	1,960	76,337
Total ...	2,58,134	2,13,465	74,022	34,603	4,795	9,401	5,94,420
SCHOOL EDUCATION—SPECIAL. *Schools for Special Instruction.*							
Training Schools for Masters ...	13,653	...	...	...	2,160	2,468	18,281
Training Schools for Mistresses ...	9,347	...	...	...	100	100	9,547
Schools of Arts	...	...	...	...	...	...	..
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	1,897	...	...	...	...	...	1,897
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	..	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	...
Other Schools	11,084	...	...	5,136	1,730	1,904	19,854
Total ...	35,981	...	...	5,136	3,990	4,472	49,579
Buildings	1,22,089	...	4,000	...	...	70,254	1,96,343
Furniture and apparatus (special grants only)...	17,948	2,510	1,942	...	...	10,402	32,802
Total ...	1,40,037	2,510	5,942	...	...	80,656	2,29,145
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN: Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction ...	6,31,590	2,64,770	2,92,560	3,92,348	61,247	1,87,241	18,29,756

(*a*) Exclusive of expenditure on Survey Schools. (*b*) Rs. 313 represent the cost of the American Baptist Mission Bghai- represent the cost of the Baptist College, Rangoon; St. John's College, Rangoon; American Baptist Mission Tamil and Telugu American Baptist Mission Burmese School, Bassein; Mizpah Hall School, Moulmein; Government High School, Moulmein attached to Girls' Schools and of Pâli Schools. (*h*) Exclusive of Survey Scholarships. (*i*) Includes expenditure on Hostels and

Instruction in Burma for the official year 1906-07—concluded.

INSTITUTIONS										
MANAGEMENT,				TOTAL EXPENDITURE FROM						
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees.	*All other sources.* Private.	*All other sources.* Public.	Total.
30	31	32	33	34	35	36	37	38	39	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	49,386	...	...	12,378	16,450	...	78,214
...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	49,386	...	...	12,378	16,450	...	78,214
...	...	...	...	1,37,827	2,466	56,358	2,04,140	37,730	...	4,38,521
...	..	...	...	1,67,443	...	82,570	2,14,655	59,104	...	5,23,772
...	...	...	...	59,655	40,391	34,848	690	...	...	1,35,584
...	...	...	...	19,026	1,314	20,010	54,046	21,378	...	1,15,774
...	...	...	...	8,451	...	23,053	32,157	10,512	...	74,173
...	...	...	...	11,134	4,624	9,686	...	...	...	25,444
...	...	...	...	4,03,536	48,795	2,26,525	5,05,683	1,28,724	...	13,13,268
...	..	...	...	2,46,183	1,98,631	61,747	30,785	11,546	...	5,48,892
...	...	...	...	43,962	14,834	12,800	8,499	2,650	...	82,745
...	...	...	...	2,90,145	2,13,465	74,547	39,284	14,196	...	6,31,637
...	...	...	...	84,269	...	...	394	4,628	...	89,291
...	...	...	...	9,347	...	...	...	200	...	9,547
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3,002	...	...	2,998	...	...	6,000
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(*a*) 18,938	...	...	2,908	...	...	21,846
...	...	...	...	1,897	...	...	...	...	...	(*b*) 1,897
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	19,862	...	...	...	...	...	19,862
...	...	...	...	(*c*) 12,270	...	...	(*d*) 5,316	(*e*) 3,634	...	(*f*) 21,220
...	...	...	...	1,49,585	...	...	11,616	8,462	...	1,69,663
...	...	...	...	2,67,170	...	4,000	...	70,254	...	3,41,424
...	...	...	...	18,430	2,510	1,942	...	10,402	...	33,284
...	...	...	...	2,85,600	2,510	5,942	...	80,656	..	3,74,708
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	52,801	...	...	...	...	...	52,801
...	...	...	...	2,71,678	...	1,267	...	...	...	2,72,945
...	...	...	...	7,261	...	...	...	40	...	7,301
...	...	...	...	14,215	...	...	...	...	...	14,215
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	6,841	...	...	...	...	...	6,841
...	...	...	...	237	...	...	...	...	...	237
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	(*h*) 1,968	..	...	..	186	...	2,154
...	...	...	...	(*i*) 76,516	7,195	18,934	3,45,004	1,15,600	...	5,63,249
...	...	...	...	4,31,517	7,195	20,201	3,45,004	1,15,826	...	9,19,743
...	...	...	...	16,09,769	2,71,965	3,27,215	9,13,970	3,64,314	...	34,87,233

Karen School, Toungoo; the balance is the cost of Girls' schools. (*c*) Rs. 4,900. (*d*) Rs. 1,803. (*e*) Rs. 3,094. (*f*) Rs. 9,797 School, Rangoon; American Baptist Mission Karen School, Tharrawaddy; American Baptist Mission Pwo-Karen School, Bassein; and Government Normal School, Mandalay. The balance under each head is the cost of Kindergarten Departments Boarding-Houses.

GENERAL TABLE NO. V.—*Return of stages of Instruction of Pupils in Public Schools for General Education*

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle stage) but have not passed the Matriculation Examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the Primary stage, but have not passed beyond the Lower Secondary Middle stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For boys	Government	English	12	2,026	231	6	237	598	...	598
		Vernacular	8	686	2	...	2	59	2	61
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	16	3,796	88	1	89	932	1	933
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	57	13,075	405	6	411	3,434	157	3,591
		Vernacular	411	27,489	29	...	29	2 927	123	3,050
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		504	47,072	755	13	768	7,950	283	8,233
For girls	Government	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	23	3,006	3	107	110	36	540	576
		Vernacular	42	2,884	...	...	...	81	164	245
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		65	5,890	3	107	110	117	704	821
Total Seconday Schools			569	52,962	758	120	878	8,067	987	9,054
PRIMARY SCHOOLS.										
For boys	Government		24	1,227	...	...	...	...	...	...
	District Board		...	...	...	...	...	...	...	...
	Municipal		1	53	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		4,925	154,604	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
	Total		4,950	155,884	...	...	...	...	...	...
For girls	Government		4	205	...	...	...	...	...	...
	District Board		...	...	...	...	...	...	...	...
	Municipal		...	...	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		469	15,568	...	...	...	...	...	...
	Unaided		...	...	...	...	...	...	...	...
	Total		473	15,773	...	...	...	...	...	...
Total Primary Schools			5,423	171,657	...	...	...	...	...	...
GRAND TOTAL			5,992	224,619	758	120	878	8,067	987	9,054

in Burma for the official year 1906-07, Chap. IV, Para. 8; (Chap. VIII, Para. 4; and Chap. XVI, Para. 13).

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						Total.		
Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			*Not reading printed books.*					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
605	2	607	576	8	584	...	...	...	2,010	16	2,026
113	15	128	337	158	495	...	...	...	511	175	686
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
1,198	7	1,205	1,539	30	1,569	..	...	...	3,757	39	3,796
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
3,573	316	3,889	4,572	612	5,184	...	...	...	11,984	1,091	13,075
5,290	653	5,943	13,616	4,851	18,467	...	...	...	21,862	5,627	27,489
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
10,779	993	11,772	20,640	5,659	26,299	...	...	...	40,124	6,948	47,072
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
164	565	729	630	961	1,591	...	...	...	833	2,173	3,006
216	304	520	794	1,325	2,119	...	...	...	1,091	1,793	2,884
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
380	869	1,249	1,424	2,286	3,710	...	...	...	1,924	3,966	5,890
11,159	1,862	13,021	22,064	7,945	30,009	...	...	...	42,048	10,914	52,962
172	21	193	793	241	1,034	...	...	...	965	262	1,227
...	...	...	...	...	...	...	...	...	...	...	...
11	...	11	41	1	42	...	...	...	52	1	53
...	...	..	...	...	...	...	...	...	...	...	...
13,676	2,776	16,452	1,04,516	33,636	138,152	...	...	...	118,192	36,412	154,604
...	...	...	...	...	...	...	...	...	...	...	...
13,859	2,797	16,656	105,350	33,878	139,228	...	...	...	119,209	36,675	155,884
...	25	25	...	180	180	...	...	...	...	205	205
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
605	764	1,369	4,613	9,586	14,199	...	...	...	5,218	10,350	15,568
...	...	...	...	...	...	...	...	...	...	...	...
605	789	1,394	4,613	9,766	14,379	...	...	...	5,218	10,555	15,773
14,464	3,586	18,050	109,963	43,644	153,607	...	...	...	124,427	47,230	171,657
25,623	5,448	31,071	132,027	51,589	183,616	...	...	...	166,475	58,144	224,619

GENERAL TABLE NO. VI.—*Return showing the results of prescribed examinations in Burma during*

Nature of Examination.	Number of Institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES—									
1. Master of Arts	...	...	...	...	...	...	...	...	...
2. Bachelor of Arts	...	...	...	...	...	...	...	...	...
3. Bachelor of Science	...	...	...	...	...	...	...	...	...
4. First B.A.	...	...	...	1	...	...	1	16	...	...	16
4. First B.Sc.	...	...	...	...	...	...	...	...	...	...	...
4. First Arts	...	...	...	1	1	...	2	60	10	...	...	70
4. Previous examination	...	...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES—									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Arabic	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Persian	...	...	...	...	...	...	...	...	...	...	...
3. Honours in Urdu	...	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Arabic	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Persian	...	...	...	...	...	...	...	...	...	...	...
5. Proficiency in Urdu	...	...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING—									
Law—									
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	...	...	...	...	...	...	...	...	...	...	...
Medicine—									
1. M.D.	...	...	...	...	...	...	...	...	...	...	...
2. M.B.	...	...	...	...	...	...	...	...	...	...	...
3. L.M.S.	...	...	...	...	...	...	...	...	...	...	...
4. First M.B.	...	...	...	...	...	...	...	...	...	...	...
4. First L.M.S.	...	...	...	...	...	...	...	...	...	...	...
Engineering—									
1. M.C.E.	...	...	...	...	...	...	...	...	...	...	...
2. B.C.E.	...	...	...	...	...	...	...	...	...	...	...
3. L.C.E.	...	...	...	...	...	...	...	...	...	...	...
4. First L.C.E.	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	10	1,034	...	1,044	16	1,222	...	54	1,292
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for General Education—									
1. Matriculation ... For Boys				7	8	...	15	111	110	19	11	251
1. Matriculation ... For Girls				...	...	...	...	...	...	...	...	...
2. High School Examination for Europeans. For Boys				1	1	...	2	3	22	...	...	25
2. High School Examination for Europeans. For Girls				...	7	...	7	...	39	...	...	39
3. Middle English Examination ... For Boys				27	56	...	83	1,335	2,767	...	28	4,130
3. Middle English Examination ... For Girls				...	23	...	23	...	436	...	...	436
4. Middle Vernacular Examination ... For Boys				7	397	...	404	57	2,845	617	556	4,075
4. Middle Vernacular Examination ... For Girls				...	41	...	41	...	217	...	...	217
5. Upper Primary Examination ... For Boys				51	2,668	...	2,719	1,600	23,840	53	...	25,493
5. Upper Primary Examination ... For Girls				3	266	...	269	25	2,238	...	...	2,263
6. Lower Primary Examination ... For Boys				53	5,127	...	5,180	2,482	108,350	8	...	110,840
6. Lower Primary Examination ... For Girls				4	526	...	530	108	13,159	...	...	13,267
7. Public Service Certificate Examination. English				...	...	...	...	...	...	...	5	5
7. Public Service Certificate Examination. Vernacular				...	...	...	...	...	...	...	...	...
Schools for Special Education—									
1. Training School Examination for Masters. Upper				9	6	...	15	163	50	...	...	213
1. Training School Examination for Masters. Lower				4	1	...	5	26	22	...	...	48
2. Training School Examination for Mistresses. Upper				...	3	...	3	...	13	...	...	13
2. Training School Examination for Mistresses. Lower				...	4	...	4	...	23	...	...	23
3. School of Art Examination	...	...	...	...	...	...	...	...	...	...	...	...
4. Vernacular Medical Examination	...	...	...	...	...	...	...	...	...	...	...	...
5. Examination in Engineering	...	...	...	1	...	...	1	58	...	...	...	58
6. Examination in Surveying	...	...	...	...	...	...	...	...	...	...	...	...
7. Industrial School Examination	...	...	...	...	...	...	...	...	...	...	...	...
8. Commercial School Examination	...	...	...	...	...	...	...	...	...	...	...	...
9. Agricultural School Examination	...	...	...	...	...	...	...	...	...	...	...	...
10. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...	...	...	...
11. Madrassa Central Examination	...	...	...	...	...	...	...	...	...	...	...	...
12. Other Schools Examination	...	...	...	...	...	...	...	...	...	...	...	...

(*a*) Includes 23 Secondary grade candidates
(*b*) Includes 5 Secondary grade candidates
(*c*) Includes 2 Secondary grade candidates
* Includes 3 Higher grade candidates

the official year 1906-07—(Chap. III, Para. 5; Chap. IV, Para. 10; and Chap. VI, Para. 8.)

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.							
Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Mahomedans.	Buddhists.	Parsis.	Other.
11	12	13	14	15	16	17	18	19	20	21	22	23
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
8	...	...	...	8	...	1	...	3	...	4	...	...
...	...	...	...		...	...	...	...	...	...	...	...
16	3	...	...	19	4	5	...	1	...	9	...	...
...	...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and*

Objects of Expenditure.						EXPENDITURE			
						IN INSTITU			
						Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1						2	3	4	5
				Arts Colleges.					
COLLEGIATE EDUCATION.	English					...	...	...	...
	Oriental					...	...	...	...
				Colleges or Departments of Colleges for Professional Training.					
	Law					...	...	...	...
	Medicine					...	...	...	...
	Engineering					...	...	...	...
	Teaching					...	...	...	...
	Agriculture					...	...	...	...
					Total	...	...	...	...
				Secondary Schools.					
SCHOOL EDUCATION —GENERAL.	For boys...	High schools...				...	...	...	...
		Middle schools	English			...	...	...	...
			Vernacular			...	...	...	...
	For girls...	High schools...				...	...	...	...
		Middle schools	English			...	...	...	...
			Vernacular			...	...	...	...
					Total	...	...	...	...
				Primary Schools.					
	For boys					...	...	...	...
	For girls					...	...	...	...
					Total	...	...	...	...
				Schools for Special Instruction.					
SCHOOL EDUCATION —SPECIAL.	Training schools for Masters					...	...	...	...
	Training schools for Mistresses					...	...	...	...
	Schools of Art					...	...	...	...
	Law Schools					...	...	...	...
	Medical Schools					...	...	...	...
	Engineering and Surveying schools					...	...	...	...
	Technical and Industrial schools					...	...	...	...
	Commercial Schools					...	...	...	...
	Agricultural schools					...	...	...	...
	Other schools	Professional schools				...	...	...	...
		Miscellaneous				...	...	...	...
					Total	...	...	...	...
Inspection.						...	...	...	...
SCHOLARSHIPS HELD IN	Arts Colleges					...	...	...	...
	Medical Colleges					...	...	...	...
	Other Professional Colleges					...	...	...	...
	Secondary schools					...	...	...	...
	Primary schools					...	...	...	...
	Medical schools					...	...	...	...
	Technical and Industrial schools					...	...	...	...
	Other special schools					...	...	...	...
Buildings						...	...	...	...
Furniture and Apparatus (special grants only)						...	...	...	...
Miscellaneous						...	...	...	...
					Total	...	...	...	...
					GRAND TOTAL	...	...	...	...

Municipal Expenditure on Public Instruction in Burma for the official year 1906-07.

OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.										
TIONS MANAGED BY DISTRICT BOARDS.							IN INSTITUTIONS MANAGED BY			Total district fund expenditure on Public Instruction.
Provincial revenues.	District funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or associations.	
6	7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	2,466	2,466
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	40,391	40,391
...	...	...	...	...	...	...	...	...	1,314	1,314
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	4,624	4,624
...	...	...	...	...	...	...	...	...	48,795	48,795
...	...	...	...	...	...	...	...	...	198,631	1,98,631
...	...	...	...	...	...	...	...	...	14,834	14,834
...	...	...	...	...	...	...	...	...	213,465	213,465
...	...	...	...	...	...	...	...	...	...	...

GENERAL TABLE NO. VII.—*Return showing the distribution of Local Fund and Municipal*

Objects of expenditure.	EXPENDITURE OF						
	IN INSTITUTIONS						
	Number of Institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.
1	17	18	19	20	21	22	23
					Rs.	Rs.	Rs.
Arts Colleges.							
COLLEGIATE EDUCATION. — English	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. — Oriental	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
COLLEGIATE EDUCATION. — Law	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. — Medicine	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. — Engineering	...	...	...	..	...	...	...
COLLEGIATE EDUCATION. — Teaching	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. — Agriculture	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Secondary Schools.							
SCHOOL EDUCATION—GENERAL. — For boys... High schools	3	1,349	1,244	1,030	26,202	1,091	...
SCHOOL EDUCATION—GENERAL. — For boys... Middle schools English	13	2,447	2,336	2,033	46,013	11,285	...
SCHOOL EDUCATION—GENERAL. — For boys... Middle schools Vernacular	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL. — For girls... High schools	...		...	...	...	...	...
SCHOOL EDUCATION—GENERAL. — For girls... Middle schools English	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL. — For girls... Middle schools Vernacular	..	...	...	...	...	...	...
Total	16	3,796	3,580	3,063	72,215	12,376	...
Primary Schools.							
For boys	1	53	47	42	550	525	...
For girls	...	...	...	...	...	...	...
Total	1	53	47	42	550	525	...
Schools for Special Instruction.							
SCHOOL EDUCATION—SPECIAL. — Training schools for Masters	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Training schools for Mistresses	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Schools of Art	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Law Schools	...	...	...	...	...	..	...
SCHOOL EDUCATION—SPECIAL. — Medical Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Engineering and Surveying Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Technical and Industrial Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Commercial Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Agricultural Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Other schools Professional schools	...	...	...	...	...	...	...
SCHOOL EDUCATION—SPECIAL. — Other schools Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Medical Colleges	...	...	...	...	...		...
SCHOLARSHIPS HELD IN — Other Professional Colleges	...	...	...	...	...	...	..
SCHOLARSHIPS HELD IN — Secondary schools	...	...	...	...	...	...	..
SCHOLARSHIPS HELD IN — Primary schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Medical schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Technical and Industrial schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN — Other special schools	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	...
Furniture and Apparatus (special grants only)	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	..	...	...	...
GRAND TOTAL	17	3,849	3,627	3,105	72,765	12,901	...

Expenditure on Public Instruction in Burma for the official year 1906-07—concluded.

MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.									
MANAGED BY MUNICIPAL BOARDS.				IN INSTITUTIONS MANAGED BY			Total municipal expenditure on Public Instruction.	Total expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or associations.			
24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	R.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
35,574	...	...	62,867	...	...	55,267	56,358	58,824	
52,913	...	...	1,10,211	1,553	...	69,732	82,570	82,570	
...	...	...	...	...	...	34,848	34,848	75,239	
...	...	...	...	...	...	20,010	20,010	21,324	
...	...	...	...	...	...	23,053	23,053	23,053	
...	...	...	...	...	...	9,686	9,686	14,310	
88,487	...	...	1,73,078	1,553	...	2,12,596	2,26,525	2,75,320	
759	...	...	1,834	...	...	61,222	61,747	2,60,378	
...	...	...	...	...	...	12,800	12,800	27,634	
759	...	...	1,834	...	...	74,022	74,547	2,88,012	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
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...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	1,267	1,267	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	4,000	4,000	4,000	
...	...	...	...	...	...	1,942	1,942	4,452	
...	...	...	...	...	...	...	18,934	26,129	
...	...	...	...	...	...	5,942	26,143	35,848	
89,246	...	...	1,74,912	1,553	...	2,92,560	3,27,215	5,99,180	

GENERAL TABLE NO. VIII.—*Return showing the Attendance and Expenditure in Hostels or Boarding-Houses for the official year* 1906-07—(Chap. III, Para. 6, and Chap. 13, Paras. 9 and 10.)

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of				Expenditure from					
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local and Municipal Funds.	Subscriptions and endowments.	Fees.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.							Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government ...	10	585	66	199	189	131	2,186	...	...	57,108	59,294	
Managed by Local or Muncipal Boards.	3	49	...	21	28	...	...	...	...	4,344	4,344	
Aided by Government or by Local or Muncipal Boards.	79	3,791	16	1,393	2,282	100	16,249	5,739	44,592	1,55,047	2,21,627	
Unaided	16	600	...	326	274	...	...	...	8,038	2,600	10,638	
Total ...	108	5,025	82	1,939	2,773	231	18,435	5,739	52,630	2,19,099	2,95,903	

Class of hostels or boarding-houses.	Number of		Number of boarders who are students of				Expenditure from					
	Hostels or boarding-houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	Local and Municipal Funds.	Subscriptions and endowments.	Fees.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Females.							Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government ...	...	...	...	..	...	...	...	...	...	...	...	
Managed by Local or Muncipal Boards.	...	...	...	...	...	...	...	..	...	...	...	
Aided by Government or by Local or Municipal Boards.	36	1,782	...	505	1,199	78	10,537	10,492	41,088	1,25,905	1,88,022	
Unaided	...	...	...	...	...	...	...	...	...	...	...	
Total ...	36	1,782	...	505	1,199	78	10,537	10,492	41,088	1,25,905	1,88,022	
Grand Total ...	144	6,807	82	2,444	3,972	309	28,972	16,231	93,718	3,45,004	4,83,925	

G. B. C. P. O.—No. 41, D., P. I., 14-1-1908—627—R.W.

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